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THE

# Library Journal

CHIEFLY DEVOTED TO

Library Economy and Bibliography

SEPTEMBER, 1910

VOL. 35. NO. 9

NEW YORK: PUBLICATION OFFICE, 298 BROADWAY

LONDON: SOLD BY KEGAN PAUL, TRENCH, TRÜBNER & CO., DRYDEN HOUSE

43, GERRARD STREET, SOHO, W.

YEARLY SUBSCRIPTION, \$4.00

MONTHLY NUMBERS, 35 cts

*Price to Europe, or other countries in the Union, 48s per annum. Single numbers, 1s. 6d.*

Entered at the Post-Office at New York, N. Y., as second class matter. R. R. BOWKER, *Publisher*

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# The Library Journal

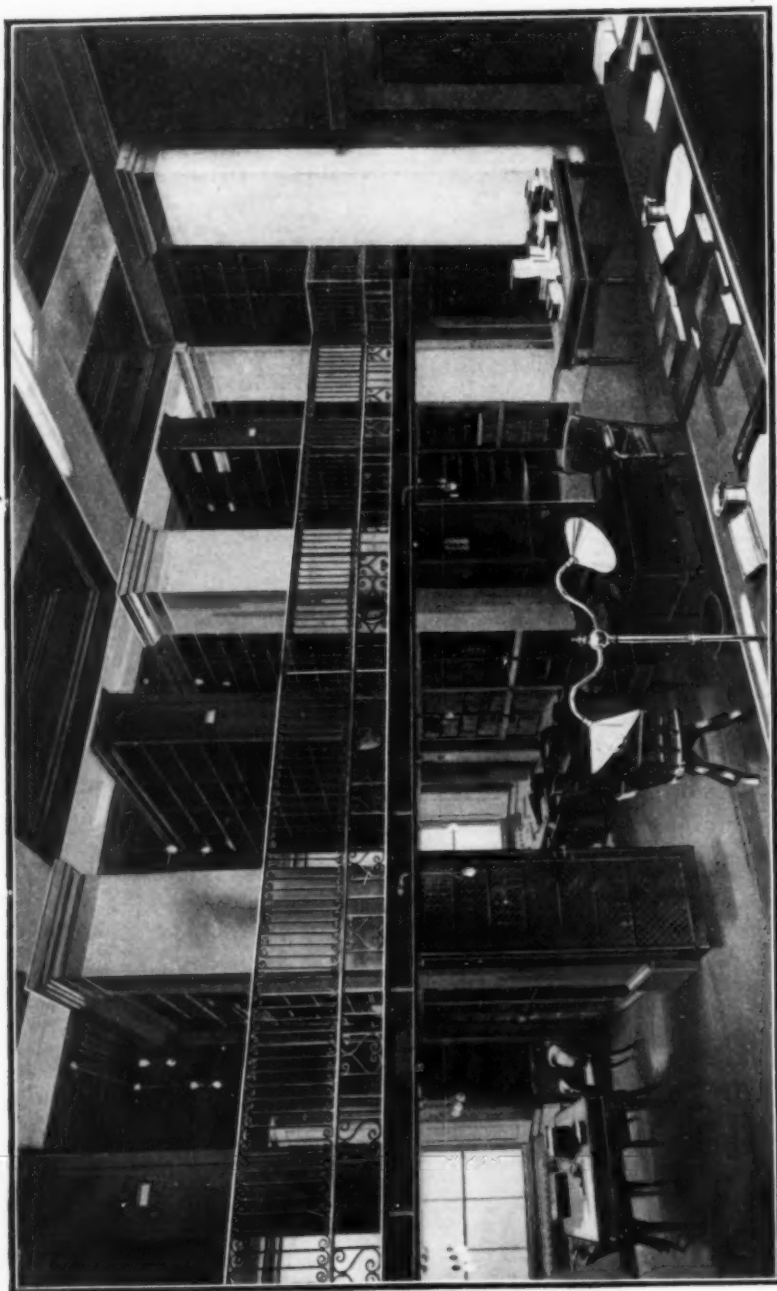
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# THE LIBRARY JOURNAL

VOL. 35

SEPTEMBER, 1910

No. 9

THE Lake George meeting should bring together a large number of delegates. The hotel accommodations, situation, and program for the meeting present a combination of pleasant features that offer relaxation and interest. It is possible that the Association will next year seek another place for its meeting and in that case as many as possible, it is hoped, will profit by the opportunity this year of attending library week at Lake George. The chief reason given for the possible selection of some other spot for the state meetings is the need for library development of other sections of the state.

THE subject of agricultural and rural libraries for the last two years at Lake George has received marked attention. A feature of interest in the meeting this year is the presentation of the work of visual instruction by Mr. Abrams, chief of that division of the State Department of Education. An illustrated lecture on printing as a fine art is also a subject of interest. There is a surprising degree of ignorance of printing methods, printers' terms and the like, among many library workers, who as members of a profession so closely associated with book interests, should at least be familiar with the a b c of the technique of printing, even though "printing as a fine art" be an unopened Sesame unto them. Yet in the majority of the professional training classes it would seem that less stress is laid upon the importance to libraries of this branch of knowledge than it merits. A closer familiarity with rules of proofreading, bookmaking and typesetting, would be desirable and useful assets to the professional equipment of those entering into the field of library work.

THOUGH the attendance of American librarians at the Brussels conferences was but a small one, this should render the interest in the results of the conventions only the keener on this side of the water. In the next number of the JOURNAL it is planned to cover the topics of the program that will be of special interest to American library workers. Professional progress during the last

decade in Europe has advanced rapidly. Library associations have been formed in Scotland and in the Netherlands, a library commission has just recently been established in Denmark, and in Norway and Sweden much has been accomplished in the progress and coördination of library activities. Scientific research and bibliographical methods have long owed their highest development to European scholars, but library organization in Europe has only recently showed a tendency to break away from its inflexible conservatism and turn toward modern and progressive measures of development.

THE pay collection originally developed by Mr. Crunden of St. Louis has become a feature of so many free public libraries that its theory and advantages are naturally becoming a topic of library discussion. It was long a problem with careful librarians how far duplicates of popular fiction should be purchased to meet immediate demand, only to lapse into "innocuous desuetude" when their heyday of success was over and perhaps then to cumber the shelves. It seemed a happy solution to say to those who were not willing to wait and take their chances that they could have such books on the payment of a small fee. In most libraries this plan has worked very successfully, and in some cases the pecuniary return has exceeded the needs for purchases of such duplicates and has become a fund which may, rightly we think, be used for the purchase of other classes of books for the library for the benefit of the general public. In fact, the scheme has been an entire success, in many libraries, from its own point of view, but recently there have come two criticisms in opposition to the plan from two contrary points of view.

ONE of these criticisms is that the free public library should not charge the public for anything, but should give the public all it wants for nothing. The other is that the free public library should not go into business and rob the private subscription li-

brary of its pay customers. It is not generally known to professional librarians how largely the subscription library still exists in a modest way, especially in certain communities in the very face of the public libraries. It was, indeed, rather amusing to find in Atlantic City last spring a little private subscription library which seemed to earn its living by charging the exorbitant price of 25 cents for the reading of a book, although a few blocks off the public library invited readers to take out its books for nothing. To the last criticism the answer is evident—that the free public library competes less with this private enterprise when it makes a charge than when it does give everything for nothing. As to the first criticism, we fail to see why there should be objections to charging the public for extra and special service, for the accommodations of the few rather than in the interest of the many. Mr. Moulton's paper would seem to be in support of this theory upholding the duplicate pay collection.

A SCHEME for a new method of classification was briefly outlined in the last number of the JOURNAL, and further consideration to this important subject of library technique is given in the current issue. A suggestion for periodical revision of either or both the standard existing schemes of classification would seem reasonably within possibilities, and in accord with the prevailing methods of keeping up to date repositories of written knowledge, such as the scientific encyclopedias. Time is as destructive to the efficiency of classification schedules as to dictionaries, and a reassortment of related ideas, theories, scientific discoveries and the like is involved, it might be safely asserted, within each decade. Especially in the present era, when new inventions and mechanical discoveries follow so rapidly upon each other. The elaborate and carefully worked out system of classification of the Library of Congress, based as it is upon thorough and expert knowledge and the result of painstaking labor, should be received with the keenest appreciation and interest of the profession.

THERE is much to be said of the humanitarian and social sides of library work, nor can the importance of these be too much em-

phasized; however, the value of technique and method is also a permanent one, and the development and coordination of such methods have not yet been perfected, and even purely anticipatory measures are worthy of consideration. In cataloging, especially, there are still many little questions the solution of which would do much to simplify what for a large collection becomes a Sisyphean task to the cataloger. Mr. Currier's contribution discussing the arrangement of cards under subject headings merits the attention of all interested in simplifying present complex cataloging methods. An alphabetical arrangement by author; or second, a chronological arrangement by date of publication or by date of period which the book describes; or last, a division into two or three broad chronological periods with alphabetical sub-arrangement, are the three possible methods of arranging sub-groups under the subject heading. The question is asked whether there are objections to the third method, and whether any libraries have put this third method into practice. Communications, answering these questions and giving any opinion as to advantages or disadvantages of each of the three methods of arrangement might be of service, and will be reprinted in our Notes and Queries department.

PROGRESSIVE and far-reaching methods are certainly under way in the technical and special libraries, and to those interested in the recent impetus given to this phase of library work, the description of the routine work and methods carried on by one active library connected with an industrial laboratory and fully given in this issue, should be significant. The technical library would seem to prove a repository for valuable data to show what work in a given line has been accomplished, and, at the same time, should prove to be a channel through which new ideas may be formulated, brought to the surface, and presented for practical use. The reference value of the technical library is enormous in its potentiality, and with systematization and correlation of methods and material, there should be much definite constructive work accomplished within the next few years. The value of mailing lists of commercial or industrial concerns to the technical librarian for his use in building up his library also merits emphasis.

## OLD CLASSIFICATIONS—AND THE EXCUSE FOR NEW ONES

BY ARTHUR FREMONT RIDER, *Managing Editor Publishers' Weekly*

THE appearance of any projected system of classification, new and avowedly iconoclastic, raises at once very grave question as to the futility of such new schemes and as to the advisability of any classificatory revision or improvement.

The ideal classification being admittedly unattainable, we face two alternatives; the improvement, conservative it may be, but nevertheless constant, of one or both of our established existing systems of classification, or the formulation of new systems and, to a greater or less extent, the discard of the old.

It has been well said that most schemes of classification may please their makers, but that, unfortunately, they seldom suit any one else. A half score of our American libraries have elaborate classifications of their own—and they have needed no copyright to assure their exclusive use of them! The new and cumbersome classification of the Library of Congress, for obvious and very powerful reasons, entirely aside from approval of it as a scheme of classification, may win a certain amount of imitation and adherence. Nevertheless it may be fairly stated that but two systems of classification have stood the test of time and use, one of which has had a certain *succès d'estime*, the other a very genuine *succès populaire*, coupled with an international use through its wide translation that in itself gives it an important bibliographic place. At the latest reports over six thousand libraries, large and small, and scattered over every country in the civilized world, were using the Decimal Classification, something less than a hundred the Expansive Classification (the Decimal Classification for one thing had twenty years the start), while it is exceedingly doubtful if any other system can show a half dozen adherents.

Between two systems so absolutely in the lead as the Decimal Classification and Expansive Classification comparisons are not only not odious, but should be both interesting and valuable.

THE NAMES OF THE TWO CLASSIFICATIONS MAY BE MISLEADING

Of course any analysis of either system of classification shows at once that their respec-

tive designations are, if not actually misleading, at least in no sense delimitative. The Decimal System might with equal truth have been called the "expansive;" the Expansive might with equal truth have been called, if you please, the "sexvigesimal,"\* since its notation, too, reads rightward from an—in this case imaginary—decimal point.

It is so easy, however, to be misled by a mere appellation that it may be worth while to show more clearly why the Decimal and Expansive Systems are, in their underlying theory, identical.†

Besides the use of a constant decimal point another factor contributing to the difficulty of seeing the essential similarity in "expansiveness" of the two systems is the fact that Mr. Dewey chose to denote his main classes with three digits. When he uses 500 as the notation for Science and 530 as the notation for Physics we lose a certain visible similarity with the Cutter notation. Had he written, instead of 530—or 5300 or 530000000, all of which mean exactly the same thing—the simple 53 that the Brussels people use, the analogy with Mr. Cutter's system, the "expansiveness" of the Decimal Classification, would have been clearer.

Take, for example, Mr. Cutter's H "Social Sciences" in his "First Expansion." In his

\* For the sake of clearness all mention of Mr. Cutter's Local List, interesting as that phase of his classification is, is here purposely omitted. A discussion of the Local List element in the Expansive Classification, in a comparison of the latter and the Decimal Classification, would necessarily involve, in fairness of comparison, not only a discussion of the Decimal Classification's mnemonic Local List features, but the latter's Time, Form and Subject modifications as well, as all these were elaborated by the Brussels revisers of the Decimal Classification, a subject entirely beyond the scope or purpose of this paper.

† And, as a word in preliminary, do not be further misled by the fact that the author of the Decimal Classification chose to place his decimal point after the first three figures. He might as readily have written, instead of 598.2, 5.982, or .5982; or, as the Brussels people do, have omitted the decimal point in this connection entirely. With the original Decimal Classification of which we are speaking the decimal point is a convenience in numeration, a help in spacing a lengthy number for easier reading—that is all. Mr. Cutter might with equal reason have written *hexim* or *gxlx*.

"Third Expansion" this becomes

H Social Sciences.

I Sociology.

J Government, Politics.

K Legislation, Law, Woman, etc.

In his "Fourth Expansion," to take but a sample, the I "Sociology" of the "Third Expansion" becomes:

I Sociology.

IB CRIME.

IK EDUCATION.

and in the "Fifth Expansion" the IK EDUCATION becomes in turn:

IK EDUCATION.

IL Means of Education Other Than Colleges.

IV Schools.

IX Colleges.

IY Special Schools.

Iz Classes of Persons Educated.

THE DECIMAL CLASSIFICATION MIGHT HAVE BEEN PUBLISHED "EXPANSIVELY"

In an exactly similar way the author of the Decimal Classification had he chosen to lay stress upon the "expansiveness" of the Decimal Classification, as he might very well have done, might have published the Decimal Classification originally in something like this form:

"FIRST EXPANSION"

0 General Works.

1 Philosophy and Religion.

3 Sociology.

5 Science and Arts.

8 Literature.

9 History.

"SECOND EXPANSION"

0 General Works.

1 Philosophy.

2 Religion.

3 Sociology.

37 Education.

4 Philology.

5 Science.

6 Applied Science.

61 Medicine.

7 Fine Arts.

8 Literature.

9 History.

91 Geography.

92 Biography.

93 History.

Portion of "THIRD EXPANSION"

6 Applied Science.

61 Medicine.

619 Veterinary Medicine.

62 Engineering.

622 Mining Engineering.

63 Agriculture.

636 Animaliculture.

64 Domestic Economy.

65 Business.

Etc.

Far be it from me to suggest that this were an advisable way to publish the Decimal Classification, or even that, granted it were to be published "expansively," these are the "logical" expansions. Simply these samples may make clear how it is inherently expansive in exactly the same way and sense as the Expansive Classification is.

THE EXPANSIVE CLASSIFICATION MIGHT HAVE BEEN TERMED A "DECIMAL CLASSIFICATION"

Now, just as the Decimal Classification is "expansive" so is the Expansive in a very real sense "decimal," or rather "sexvigesimal;" for, generally speaking, classificatory subordination in the Expansive Classification, as in the Decimal, is denoted by position to the right of a preceding symbol.

For instance 537 in the Decimal Classification equals the 7th section, "Electricity," of the 3d division, "Physics," of the 5th class, "Science." So, also, in the Expansive Classification Ikc equals the c-th section, "Classical Education," of the k-th division, "Education," of the i-th class, "Social Sciences."

Do not be misled, however, into thinking that, either in the Decimal Classification or Expansive Classification, position to the right of a preceding symbol *always* denotes subordination to it.

In his introduction to the Decimal Classification Mr. Dewey distinctly says: "The scheme gives us for each topic, as it were, a case of nine pigeon-holes, with a large space at the top; and, we use them as every practical business man uses such pigeon-holes about his desk. If, as in 220, there are less than nine main topics, it is often convenient to use the extra spaces for subdivisions. Thus we keep separate, under the Old Testament, the his-



torical, poetical, and profectical books; and under the New Testament, the gospels, epistles, and apocalypse. The spaces are there, and it is convenient to use them—a reason that experience proves a good answer to the charge of lack of coördination, though indentation and type in the tables make that charge baseless."

Nevertheless, while it is true that headings of equal rank are not always of coördinate value, it is true that such lack of coördination is the exception with the Decimal Classification, not the rule, an exception made, as its author points out, for the sake of that practical efficiency which was ever uppermost in his mind.

"In all the work," he confesses quite frankly, "philosophical theory and accuracy have been made to yield to practical usefulness. The impossibility of making a satisfactory classification of all knowledge as preserved in books, has been appreciated from the first, and theoretical harmony and exactness have been repeatedly sacrificed to practical requirements."

#### THE EXPANSIVE CLASSIFICATION NOT AS STRICTLY "DECIMAL" AS THE DECIMAL CLASSIFICATION

In the Expansive Classification, however, even more concession has been made to the exigencies of classification and, though the decimal principle of subordination and coördination is the underlying one, exceptions to it become both very much more frequent and very much more varied.

For instance, in the Decimal Classification 786.2 "Manufacture of pianos" is a subdivision of 786.1 "Pianos" (in general), and 595.3 "Crustacea," though apparently coördinate with, is in reality a subdivision of 595.2 "Arthropoda." Just so, in the Expansive Classification Sv "Railroads" would seem to be coördinate with St. The latter, on the contrary, is the general heading "Arts of Communication." Rz "Food and Cookery" would seem to be coördinate with Ry. Instead, however, it is a subdivision, for Ry is the general subject, "Domestic economy."

On the other hand, the Decimal Classification never has the anomaly not unusual in the Expansive Classification of having subheads—subheads in notation at least—which belong in reality under an entirely different

subject. For instance, Rfy "Rural life" and Rfz "Management of agricultural estates" are not subdivisions of Rf at all, for Rf is "Metallurgy;" but subdivisions of Rg "Agriculture," the subject following. Despite the comparatively smaller number of symbols in the Decimal Classification it is never forced to "back up" thus into the preceding heading to get room for its "expansion."

#### PROCRUSTES AND CLASSIFICATION

So far astray have comparative critics of the Decimal Classification and Expansive Classification gone that they have lauded the "freedom" of the latter and complained of the "Procrustean rigidity" of the former as they did in the first days of the Decimal Classification, in apparent oblivion to the fact that one is in theory no whit more "Procrustean" than the other. If one be limited to sections of tens the other is limited to sections of twenty-sixes; and it is *per se* as difficult to "stretch" your classification to fill twenty-six places as it is to "squeeze" it into ten.

The author of the Decimal Classification anticipated this inevitable criticism. "Theoretically," as he says, "the division of every subject into just ten heads is absurd. Practically, however, it is desirable that classification be as minute as possible, without use of added figures; and the decimal principle, on which our scheme hinges, allows ten divisions as readily as a less number." And a little later he adds: "We have not sacrificed utility in order to force subjects on the decimal procrustean bed. *When subjects have been combined or separated into just ten heads, it has been from no necessity of the scheme, but because it seemed the most useful way,\** all things considered."

The argument is such an old one and the answer to it, as emphasized in the above italics, so patent, that the writer feels almost as if an apology were necessary for bringing it once more to the attention of readers of the LIBRARY JOURNAL, most of them more familiar than he with questions of classification. Yet superstitions die hard, and this "Procrustean" stumbling-block to Decimal Classification adherence has now almost attained the hoary dignity of a superstition.

\*The italics are the writer's.

Procrustean? Of course the Decimal Classification is procrustean, as is also the Expansive Classification in exactly the same way and to almost the same degree! That the Decimal Classification is slightly more so is due, not in the slightest degree to its base system or to its notation, but to certain mnemonic correspondences which its author purposely devised for their practical usefulness, and which have probably been one of the chief, if incidental, reasons for its success.

"Any thoughtful mind," said Mr. Dewey thirty odd years ago, "will recognize that the economy and ease of working the Decimal system are dependent on its being procrustean. Without it we should lose the great simplicity of the Relative Index, many mnemonic correspondences, and the useful "o" to indicate form and period divisions. Our interesting lines of space and time in History, etc., of language and form in Literature and Philology, and scores of similar advantages, depend wholly on procrustean 10, *or else on some other number equally procrustean, but lacking the advantages of exact correspondence to our arithmetic.*"\*

But, as a matter of fact, though the formulators of both the Expansive Classification and Decimal Classification believed in their systems being "Procrustean" — within bounds — neither thought it either necessary or advisable to be absolutely so, that is to fill all their available places, be those places ten or twenty-six. Parsimony — using the word in its technical sense — rendered advisable the use of the first two or three digits in either case; beyond that both systems freely leave such hiatuses as they please. Where Mr. Cutter, for instance, sees but six logical subdivisions for Lsw "Calendars" instead of twenty-six, leaving the other twenty places blank, Mr. Dewey sees but six logical subdivisions for 544. "Qualitative analysis," leaving the other three blank, making each system in this case exactly as "Procrustean" as the other.

#### THE ESSENTIAL DIFFERENCE BETWEEN THE DECIMAL CLASSIFICATION AND EXPANSIVE CLASSIFICATION

I have gone at some length perhaps to make clear to what an extent, to what a perhaps surprising extent, the Expansive Classifi-

cation and Decimal Classification are alike. Assuredly, however, they are not identical; they have very radical and important differences.

Fundamentally these actual differences are two — one vital, one incidental — and each exceedingly clearcut and simple.

The Expansive Classification uses in its notation the alphabetic letters instead of the Arabic numerals — is founded therefore upon a sexvigesimal base instead of a decimal, and *is therefore able to express a greater number of subdivisions with fewer characters.* This is the one real and only ineradicable difference; if the "Expansive" had been called the "alfabetic" and the "Decimal" the "numeric," the distinction between the two would have been perhaps more clearly defined.

#### "ALFABETIC" VS. "NUMERIC"

Now, the question as to whether an alphabetic or a numeric notation is the "better" is a moot one, the real moot question, into the discussion of which the writer has no intention of intruding. It is in its essence a psychological one, a question of perception and retentiveness, not one of classification *per se* at all. Mr. Cutter believed that the obvious advantage of abbreviated symbolization outweighed the equally obvious disadvantage of comparatively more complex symbolization. Mr. Dewey, with his eye ever out to the "practical" side of classification, did not.

The discussion is one of interest to students of the theory of notation; to library classifiers it is entirely overshadowed in interest by various entirely secondary but much more "practical" problems.

#### THE SECOND DIFFERENCE — NOT NECESSARILY INERADICABLE

The second fundamental difference between the Decimal Classification and the Expansive Classification — the incidental one — is that the latter was compiled some twenty years later, and is just that much more in accord with contemporary progress in human knowledge.

A man compiling a classification of psychology in 1896 will, other things being equal, assuredly make a better one than he of 1876, just as the man making a classification for books on aviation to-day is going to find his classification absurd and hopelessly indefensible ten years from now. That the order

\*The italics are the writer's.

of the Expansive Classification seems now in many respects more "logical" or more comprehensive than the Decimal Classification—entirely aside from certain genuine and admitted improvements—is not the fault of the Decimal Classification *per se*, but of the world, which moved forward, and moved very fast, in the period intervening between the initial publication of the two.

Now, in the Decimal Classification and the Expansive Classification, we have two great bibliographic tools—or machines if you will—on which an immense amount of labor—and only those who have actually worked on classification know what this labor means—has been spent. And as neither is perfect, so has neither yet come by far to approaching its maximum efficiency. He would be absurd, too, who denied that an entirely new system might not be fabricated better than either.

This, however, is true, that no system yet devised, lacking the elements—common to both the Decimal Classification and Expansive Classification, though originated by the former—of a "decimal" and "expansive" notation, has been even commensurable with them in either logic or practicality, and it is moreover exceedingly doubtful if such a system will ever be devised!\*

Indeed, one might go further and state that, except possibly as a mental pastime, nothing to-day could be more uncalled for than to propose a new theory of classification in the face of the existence of two systems as intrinsically sound in the main in theory, as carefully elaborated, and in *as wide use* as the Decimal Classification and Expansive Classification.

The logical thing—and the "insurgents" in classification usually, and rightly, throw much stress on logic—would seem to be, not to discard, but to *improve* an instrument which is admittedly doing splendid work, but which, also admittedly, is approaching obsolescence.

#### OBJECTIONS TO DECIMAL CLASSIFICATION REVISION ARE PATENT

The objections to anything approaching a radical revision of a system as firmly and

\*As a corollary, it is also true that no system yet projected using other symbols than Arabic numerals or letters has ever had—or probably ever will have—serious consideration except in the mind of the projector.

widely rooted, for example, as the Decimal Classification are of course patent. They have been strongly urged and so strongly felt by the author of the Decimal Classification as to make him on the whole opposed to it.

Yet it would seem an open question whether the time will not come, if, indeed, it has not already come, when the desirability of Decimal Classification revision—and emphasis is laid on the Decimal Classification, both because it is by far the more widely used *and also because it is the more out of date*—will not outweigh the very real and very great objections to it.

To reclassify a great decimally classified library according to a revised Decimal Classification would be, if not out of the question, at least open to very grave question. But no library now feels quite satisfied with its completed classification of books on such topics as the Emmanuel Movement, Aviation, Wireless Telephony, South African Confederation, etc.

Wider reason for radical revision, however, is found in the scores and hundreds of new libraries and newly classified libraries which every year are adopting the Decimal Classification, libraries which in 1910 are adopting a classification formulated in 1876! If it be unfair to accuse your classification of lack of logic because it does not happen to have the gift of prophecy, is it not also unfair to compel the library of 1910 to accept at starting the logic of 1876, because, perforce, its neighbor library must, for practical reasons, *continue* to use it?

#### BUT ARE THE OBJECTIONS INSUPERABLE?

In other words, might it not be both feasible and wise to attempt at regular intervals of twenty-five or fifty years a *radical and complete* revision of the Decimal Classification in the light of human progress and the best bibliographical experience in its use. This would mean in a sense, it is true, a new classification, though all the Decimal Classification's underlying principles would remain the same. The ingenious mnemonic features which are so conspicuously lacking in the Expansive Classification and the equally ingenious and logical use of the "general" "o" (a use which Mr. Cutter, by the way, might have put "&" to, but didn't) would be retained. So, too, would be the great mass of

the classification itself, which, despite its faults, grows on one with association as one of the most inevitable and simple taxonomies of human knowledge ever made.

But, though in the main the same there would be such reapportionment and resubdivision in certain live subjects as would remove from the Decimal Classification its most constant and most merited reproach.

It is true that with many old libraries using "D.C.'76" or "D.C.A." and some of the old, and certainly all the new, libraries using "D.C.'15" or "D.C.B." we would have a new, or at least a variant, classification in the field.

Yet the writer suspects that after all the confusion would be less real than might at first be imagined, and that "D.C.B." will avert—and, had it come in 1900, would have averted—a score of unauthorized variants and more or less pretentious new classifications with far, far less excuse for their existence than "D.C.B." would have,—new classifications which are perhaps the most potent factor in impeding the movement for bibliographical unification.

It is not the purpose of the present article either to criticise specifically or to suggest change otherwise than sufficiently to show, if possible, by concrete argument, the advisability of *some* revision. The writer feels that a half dozen years' careful study of—or perhaps it would be more exact to say enthusiastic interest in—book classification have only rendered him able to see how difficult classification is, and how the criticism which comes most glibly is generally that foreseen and answered in advance years before. A classification as detailed as the Decimal is exceedingly intricate, and the ramifications of trouble resulting from the hasty change of the slightest subdivision amaze those less familiar with it. Although neither the Decimal Classification nor the Expansive Classification are in any sense fetiches, inviolate to change and sacred to touch, they are exceedingly delicately adjusted machines, and even hands as well trained and patiently earnest as those of the Belgian revisers of the continental Decimal Classification turned out to be in some cases rude and blundering beyond belief.

If this be true of those best equipped to suggest definite revisions—and therefore as it happens most chary of doing so—what

shall be said of the off-hand critics and wholesale over-night revisers?

#### THE "OBVIOUS" REVISION

This is the writer's reason for citing as an argument for revision what he is very well aware is an old, old criticism of the Decimal Classification's primary arrangement, viz., the separation of Philology from Literature and Sociology from History.

The reason for the present arrangement, as Mr. W. C. Berwick-Sayers points out in a recent paper,\* is found in the original Baconian arrangement, to which Mr. Dewey very frankly owns his indebtedness.

It seems probable that for once, in following as closely as he did the inverted Baconian system, Mr. Dewey sacrificed, in the order of his main classes, a measure of very evident practical utility as well as a certain logic of arrangement. A suggested revised order, necessitating the least possible change of initial figures, would read:

- 000 General Works.
- 100 Philosophy.
- 200 Religion.
- 300 Philology.
- 400 Literature.
- 500 Science.
- 600 Applied Science.
- 700 Fine Arts.
- 800 Sociology.
- 900 History, Biography & Travel.

#### MORE RADICAL REVISION OF PHILOLOGY

A more radical revision of the main classes of the Decimal Classification would probably amalgamate the numerically unimportant class Philology directly with Literature, of which it is the raw material. It is difficult to see where this would work classificatory hardship, for in most libraries Philology musters less than 1 per cent. of the total number of volumes. On the other hand, it would in many cases be a distinct advantage from the standpoints of both classifier and general public. The question now of collocating the enormous number of books of composition

\*The Dewey Decimal Classification After Thirty Years," a paper read at the monthly meeting of the (English) Library Association, April 11, 1910. By W. C. Berwick-Sayers, sub-librarian of the Croyden Public Libraries.

"based on" this or that literary text, or of classifying other works whose subject matter fades indefinitely into either Philology or Literature according as you look, or is a compound of both, is a very present and annoying one. As for the minor languages—to have the grammars and vocabularies of a dialect separated from its more or less fragmentary written texts is generally a positive annoyance to the library user.

#### A NEW CLASS FOR BIOGRAPHY

This elimination of Philology as a primary division would leave a class vacant for the reception of Biography, a subclass theoretically and practically of the first importance in every library. Not only would it be enabled to assume its own rightful comparative status, but it would relieve a class, which, without it, even in the smallest library suffers from indigestion—or rather dropsy—a classificatory disease of which extended symbolization is always symptomatic.

Certain libraries at least would welcome a class "Biography" merely for the relief it would give them in the notation of what is at present 929.2.

#### STILL MORE RADICAL REVISION OF THE 900'S

But there is possibility of still more important relief, an abbreviation in what may for convenience be termed the Local List of the Decimal Classification, namely, the subdivisions of 940-999. If Travel and Description (910) be amalgamated with the History of the individual countries, as Philology was amalgamated with Literature, a change, which is logical and which has for its own sake obvious and very decided advantages, sufficient room is made available to permit of important abridgments of notation all along the line, particularly in the case of the United States, England, Germany and France, bibliographically the four most important countries in the world. Just what this means may best be seen by a suggested revised outline of such a new 900 class.

### 900 History and Travel.

#### 909 Ancient History

(*cf.* 930 *now*).

#### 910-999 Modern History and Travel.

#### 910 Universal and General Modern History.

(*cf.* 909 *now*)

#### 911 Polar Regions.

#### 912 Oceanica in General.

#### 913 Polynesia and Micronesia.

#### 914 Malayasia, Java, New Guiana.

#### 915 Australia.

#### 916 North America.

#### 917 Central America and West Indies.

#### 918 Mexico.

#### 919 Canada.

#### 920 United States.

#### 930 South America.

#### 940 Africa.

#### 950 Asia.

#### 960 Europe (*divided like 940 now*).

#### 961 Norway, Sweden, Denmark (*divided like 948 now*).

#### 962 Netherlands (*divided like 949.2 now*).

#### 963 Belgium (*divided like 949.3 now*).

#### 964 Switzerland (*divided like 949.4 now*).

#### 965 Italy (*divided like 945 now*).

#### 966 Spain (*divided like 946 now*).

#### 967 Russia (*divided like 947 now*).

#### 968 Turkey in Europe (*divided like 949.6 now*).

#### 969 Minor Countries.

#### 970 England (*including Ireland, Scotland and Wales*).

#### 980 France.

#### 990 Germany (*including Austria-Hungary*).

The advantage is not merely that the history of the four countries most important in every library is designated by two numerals instead of three, and most of the minor countries by three instead of four. Still less is it that the present anomaly of historical period division denoted in every case, *except that of the United States*, by a "o," is eliminated for uniformity, for its own sake, is rightly a minor consideration. The chief gain is that in the scores of places throughout the classification (as in 335.9, 376.9, 591.9, etc.) where a geographical subdivision is used, there is also the same gain of one or two figures in all the more important geographical subdivisions. For example, 335.942 "Socialistic Communities in England" would be short-



ened to 335.97; 591.973 "Fauna of the United States" would become 591.92; 655.4493 "History of Publishing in Belgium" would be abbreviated to 655.463.

Exactly the best method of amalgamating Philology with Literature and Travel with History is a detail on which I would hesitate to make more than a suggestion. Just as the "constant o" in the 900's denotes "subdivision by chronological periods" so a "constant g" might denote "travel and description." Thus 989 would be "Travel and Description in France" (914.4 now); 961.9, Travel and Description in the Scandinavian peninsula (914.8 now); 971.9 a book on London (914.21 now). This would of course reduce by one-ninth in every subhead the number of spaces available for geographic subdivision and render a slight readjustment necessary in these cases; it would, in each case, however, place the description of a region, however small, directly after its history.\*

#### REVISIONAL SUGGESTIONS OF MR. BERWICK-SAYERS

A more detailed criticism of a portion of the Decimal Classification, accompanied by suggestions for revision, occurs in Mr. Berwick-Sayers' paper already quoted.†

"One of the best subjects," he says, "set in the Library Association examination in classification in recent years, was that set last year: 'A critical examination of Dewey's 100, Philosophy.' It bristles with faults: Cross division, lack of exclusiveness in terms, want of order, logical or otherwise. Here is the outline:

#### 100 Philosophy.

- 110 Metaphysics.
- 120 Metaphysical Topics.
- 130 Mind and Body.
- 140 Philosophical Systems.
- 150 Mental Faculties.

\*Having written the above the writer, realizing that he had himself yielded to the temptation which he had originally set out to avoid (showing how insidious and powerful this temptation to suggest classificatory improvement is) can only repeat what he noted in the beginning, that the way of such transgressors is that objections, valid and multitudinous, almost immediately crop up quite thoroughly to quash all their pet suggestions!

†This paper was not called to the writer's attention till after most of the present article was in type or he would possibly have used it more freely.

- 160 Logic: Dialectics.
- 170 Ethics.
- 180 Ancient Philosophers.
- 190 Modern Philosophers.

"A more indefensible jumbling it would be difficult to discover. Philosophy is the study of a right rule of life, and its culmination is an ethic. Hence Ethics ought to be last in the order. The cognates Mind and Body and Mental Faculties have sandwiched between them Philosophical Systems, which itself is unnecessarily separated from Ancient and Modern Philosophers. Logic, again, in no way modulates into Ethics. (Metaphysical Topics is merely an endeavor to avoid repeating the word Metaphysics.) The subjects separated have differences, of course, but their likeness to one another is greater than their likeness to the other headings in the class. Theoretically the class should be arranged in some such order as this:

#### 100 Philosophy.

- 110 Logic.
- 120-130 Metaphysics.
- 140 Mental Faculties.
- 150 Mind and Body.
- 160 Philosophical Systems.
- 170 Ancient Philosophers.
- 180 Modern Philosophers.
- 190 Ethics.

putting pure philosophy before the material on which it works, the agents directing it, and its material results; and this might have been done without complicating or increasing the cost of the system. Several anomalies occur in the sections of the class. It is interesting to know that Astrology, Palmistry and Spiritism are all either Delusions, Witchcraft or Magic; there is a satisfactory finality about it, but such placing is extremely bad classification; for classification should not exhibit a critical view of any subject in this way. Again, a glance at the sections of Ancient and Modern Philosophers will show how the author has mixed up systems and philosophers in a puzzling fashion; and the nine philosophers under each of the headings American, British, German, French and so on, are a mathematical division of each school almost bad enough to justify the remark about the procrustean bed of the system.



"I might spend a great deal of time in criticising 200, Religion, but I pass on rapidly with the remark that one heading for General Religion, one for Natural Theology, seven for the Bible and Christian subjects, and one for all non-Christian religions seem quite out of perspective. There is no place for general works on Christianity except under Apologetics, which of course is a mode of treating the subject. Class 300, Sociology, is unfortunate in including folk-lore, certain branches of which really belong to Ethnic Religion, and certain other branches to Literature. Its divisions of 400, Philology, and 800, Literature, are in the wrong order. Instead of showing the development of languages, they begin with the most modern, American, and go backward through the classical to the early Aryan languages and primitive speech. It would take far too long to criticise 500, Natural and Mathematical Science. No doubt it was fairly sound when designed, but it is obsolete in more than half of the divisions, and needs an enormous amount of expansion in the Biological Sciences. 600, Useful Arts, is a hybrid collection beginning with the highly specialized art of Medicine running through Agriculture, Domestic Economy, Communication, Manufactures, Mechanic Trades to Building. Every one of these sections needs expansion in the light of modern research and industry, except perhaps Building, which is worked out with special fulness," etc.

Some of the above suggestions and criticisms the writer would be very chary in endorsing; in many cases there are arguments *pro* and *con*, or the weight *pro* is so slight as not to justify modification. For it must always be remembered, if actual revision be ever attempted, that the less the better, without question; and that for change there must be sound and urgent reason.

#### THE "SCIENTIFIC" CRITIC OF CLASSIFICATION

Try as he may to avoid being dogmatic, the classifier inevitably comes continually at philosophical crossings of roads, where choice must be made. What his choices shall be depends partly upon the catholicity of his individual point of view, but very largely upon the kind of classification he is making.

A not uncommon theoretical criticism of your "practical" classification is that it is not

sufficiently "scientific." Critics, full of the precise exactitude of modern science and splendid indifference to the traditional categories of the "popular" mind, cry out against such a system as the Decimal Classification that it is antiquated, illogical, when—if a very expressive slang term be permitted—what they really mean is that it is not sufficiently "high brow."

Of course certain very estimable scientific people consider Thought a secretion of a bodily organism and Mind nothing more than a quite material functioning of organic matter, just as certain other equally estimable people of German extraction consider the story of Jesus the Christ "the Semitic version of a teleological Aryan myth."

Nevertheless others of us, the preponderating mass of library readers, who believe that science, with all its splendid achievement, will see its "solid foundation" considerably changed a century hence; who object to having Religion made a subdivision of Anthropology or Christology classed as a form of Aryan superstition, may resent some of the taxonomic refinements of pure science. The contemporary biological subdivision of the animal kingdom into Protozoa and Metazoa, one subkingdom being perhaps a thousand times as large as the other, may be scientifically more "logical" than the earlier classifications of Cuvier and Huxley; yet modifications of the latter are, for practical bibliographic purposes, incomparably more useful.

Sometimes the complaint of some "exponent of an ism" has weight, and should receive consideration in a Decimal Classification revision. Christian Science has, for example, grown to a bibliographic stature that deserves something better than the "small nines" of Minor Christian Religions. Yet it is to be feared that the average scientist, were he fabricating a classification of knowledge, might look upon Christian Science as a "manifestation of mind" deserving of no place at all therein. Paradoxically speaking, however, classification is one of the few things which, to be rational, must be irrational; to be true to its function it must give place alike to wisdom and to foolishness, and in some cases foolishness may happen to be bibliographically as important as wisdom, and deserves as important a place in the classification.

## A "PERMANENT" CLASSIFICATION IMPOSSIBLE

I know of no better rebuke to the scholar who proposes formulating a *permanent* classification than Mr. Sayers' own words of introduction.

"Nothing is so conducive to mental humility," he says, "as a study of the history of classification. A glance back at the coördinations of knowledge proposed by Porphyry, Callimachus or Bacon, or the charts, more specifically bibliographical, of Gesner, Brunet, or Edward Edwards, emphasizes what is patent to every thinker — the fluidity of human ideas. Here were men, conversant apparently with the ramifications of knowledge in their respective centuries, setting out maps of universal learning, but, like the geographical map of Ptolemy, they are landmarks merely on the road behind; thought has gone on. Looking at these from our modern standpoint we see how inadequate each and all are to embrace our conceptions of knowledge; we see how each is an expansion or modification of the others; and by following the study we see, too, how at the middle of the nineteenth century the entire scheme of classification shows a radical difference from that of classification before the popular promulgation of the theory of evolution. Our method of viewing being was as entirely altered by that theory as the ancient theory of astronomy was altered by the discoveries of Copernicus, and we are a little apt to be arrogant over the matter. But could we realize the intellectual position of the scholar prior to Spencer and Darwin our arrogance would be subdued. No doubt the lines of knowledge were as settled for him in his generation as they are for us in ours; but it is not too much to assume that a newer theory of the universe will one day supersede that of the evolutionist; historic experience should warn us that this may be so; especially when we realize that the whole of our so-called empirical knowledge, from the propositions of Euclid to the atomic structure of the universe, is built upon a series of assumptions incapable of demonstration and liable to disproof."

## THE "FOREGROUND OF CLASSIFICATION"

The finer the subdivision of any classification the more quickly it becomes, in its de-

tails, obsolete and inadequate. One might compare such a classification with the landscape seen from a swiftly moving train. The far distant mountain peaks — the main subdivisions of human knowledge — remain for a long time practically unchanged, turning very slowly varying faces to the swiftly moving tide of progress, changing as slowly in proportion, indeed, as do our interpretations of such fundamental denominations as "literature" and "art."

Meanwhile, however, the nearer foothills form and dissolve slowly but surely before our eyes, just as the relative importance of such subjects as 621.3 "Electrical Engineering" loom in turn large in their allotted subordination, and such formerly relatively important subjects as 936 "History of the Kelts" sink in the comparative scale.

And all the while the finer subdivisions, the intimate details of the nearer foreground, dance by with a shifting rapidity that merges by the track side into an indistinct blur.

So with your close classification. Try it so far as it concerns the broad lines of a subject — "Engineering" for example — your division may hold good for a century. Try it with your subdivisions "Mining Engineering" and "Electrical Engineering." They may remain logical and correctly proportioned for a quarter century.

But try to classify "Electric Power Transmission," "Transformers," "Electric Lighting"; in a decade or two your careful allotment is probably hopelessly awry. Try to classify, still more closely, the subdivisions of "vapor systems of electrical lighting," the forms of "central station switchboards" — the nearer foreground of your panoramic view — in five years, in three years, there are hiatuses here, logically inevitable combinations there, an amazing distortion everywhere of what had once been so clear and true!

No practical classification can adapt itself constantly to the minutiae of a human progress so rapidly in a state of flux. Any attempt at adaptation must be but an approximation, a compromise. But that it is but an approximation should not make the attempt any less worth doing or the possibility of ever attaining to such a thing as a "permanent" classification anything more than a chimera.

## DUPLICATE PAY COLLECTION\*

By JOHN G. MOULTON, *Public Library, Haverhill, Mass.*

THE subject under discussion is "Meeting the demand for the latest fiction." As that subject has been discussed from the beginning of the public library movement, it is hardly worth while now to consider it in a general way. If we acknowledge that fiction is worth buying at all, we ought to buy it when it is new and talked about. The world is moving too fast in all lines to admit waiting a year to prove the value of fiction before buying it. The public library that did that conscientiously would soon close its doors from lack of support, or the librarian would be transferred to other fields of usefulness. Admitting that we must have fiction, and few healthy-minded people will deny it, why not use any reasonable means of supplying the demand without too great a drain on the library's resources? The duplicate pay collection is at present a popular means of meeting the demand. This feature of library methods is of fairly recent growth, and opinion as to its merits is divided. Those who have tried it are enthusiastic about it, while those who have not, think it questionable.

The St. Louis Public Library was probably the first to adopt the plan. It was started there in 1871, when the library was a subscription library. In 1894 the library became a free public library, and the duplicate pay collection was continued. It has been very successful there. Perhaps the next library to try the plan was that at Quincy, Illinois. It was started there about 1895 and proved popular. Owing to slight adverse criticism it was given up, as it was not deemed expedient to antagonize an already unsympathetic city government. Since then the plan has been adopted with success in public libraries of such differences in size and character as Haverhill, Newton and Springfield in Massachusetts, Newark, New Jersey, St Joseph, Missouri, Washington, D. C., and Wilmington, Delaware.

The experience in Haverhill may be typical, and the practice is as follows:

In June, 1906, with \$50 loaned from the general book fund the librarian bought duplicates of the novels then most in demand. They were loaned at the rate of 2 cents a day. Up to the end of 1906 about 100 volumes were bought. They cost about \$116 and earned about \$118. During the next year the collection became self-supporting and the original loan was repaid. Up to the present time about 500 volumes have been bought. As long as they circulated well they remained in the duplicate pay collection. When they ceased to be much called for they were given to the main library or the branches, if they were needed. Otherwise they were sold for 25 cents each, if any one would buy them.

The collection is kept small, as only the latest books circulate well. Generally only fiction is bought, but a few books of non-fiction much in demand like Worcester's "Religion and medicine" are occasionally bought. These do not pay for themselves. A few duplicates of popular light opera scores were once bought, but they did not circulate and were soon given to the library. Now, from one to five copies of all novels bought for the library are bought for the duplicate pay collection. At one of the branches there is also a pay collection.

Some books do not pay for themselves, but others earn more than they cost. The collection as a whole is self-supporting, and there is now a surplus on hand which will probably be devoted to the library. All expenses connected with the collection, such as covering cloth, labels, and record books are paid for out of receipts. The only expense to the library is caring for and charging the books. This expense is more than offset by the value of the books given to the library from this collection.

As one of the objects of our pay collection is to have clean books, we cover them with binders' cloth called "vellum de luxe," and renew the covers as soon as they are soiled. These covers give the books a distinctive appearance somewhat like the Tabard Inn or Book Lovers' Library books, which perhaps appeals to the vanity of some who take them.

\* Read before Massachusetts Library Club, Attleboro, Mass., Oct. 28, 1909.

All stamps and marks of ownership are put on the cloth covers and not on the books, so that when they are given to the library or sold they are clean and fresh in appearance.

On the outside of the front cover is a conspicuous label on which is the following notice: "Haverhill Public Library. Duplicate Pay Collection. The books in this collection are loaned at 2 cents a day, including Sundays and holidays. These books may be taken in addition to the regular library books, and without a reader's card. All books in this collection are duplicates of the regular library books."

The collection is placed conspicuously on open shelves near the loan desk. Any number may be taken by a borrower, but we do not reserve them. Several non-residents who cannot take the regular library books take these duplicates. Occasionally travelling men take them and sometimes summer visitors, or other visitors from out of town. During the summer an automobile party coming regularly each week from Lynn took these books. Some of our readers seldom take a novel from the regular library collection, but prefer to take the cleaner copies in the duplicate pay collection.

The records connected with the collection are simple. In a small accession book is recorded the author's name, title of the book, and its cost. The accession book serves as shelf-list and the accession number is the book number. A record of the final disposition of each book and what it earned is made in this accession book. There is also a simple author card catalog. The book is charged by writing its number and the borrower's name on a slip, which is filed with the charging slips of the regular library books. When the book is returned the amount earned is written on the charging slip, which is kept for record till the book is finally disposed of.

The scheme is popular in Haverhill. There has been practically no adverse criticism. What little there has been came from a few chronic pessimists who would not be pleased with anything. If we gave it up, we should lose some readers who seldom come to the library for regular library books, but do come for the duplicate pay books, because they can get the new fiction when it is reasonably new and can get it physically clean. I, myself, do

not care to take out the ordinary library fiction after it has been in circulation a while, and I cannot expect others to care for soiled books. If we can increase the use of the library by offering clean and inviting books to those who are willing to pay for them, I see no valid reason for not doing it. We certainly increase our patronage from the desirable classes. I have no objection to seeing automobiles at the front door of the library. Some members of the city council in one city where I was librarian objected to the library because it was resorted to by rich people. They objected to carriages with coachmen standing at the library.

If we feel that we can legally spend the city's money in story-telling hours and lavatory privileges for the unfortunate and the unwashed, we ought to feel free to accept contributions or gifts, however, small, from those willing to make them. That is what the receipts from the duplicate pay collection really are. We ought to offer to the so-called better classes as well as to the less fortunate some inducement to use the library.

Of course local conditions affect the situation. At Haverhill, where the library is partly supported by endowment and the city supplies no money for books, we can perhaps do differently from what a library wholly dependent on a city appropriation might do. What might be acceptable in a small town library might be inexpedient in a large city library. All the possible variations in types and conditions are exemplified in the libraries mentioned as having a duplicate pay collection, except the small town library. I do not know of a small town library having it. The nearest approach to it is our own branch library at Bradford, which is virtually a small town library. The system is popular there. Perhaps the small town library might find it a good way to increase its book funds. It would at least be easier, less nerve-racking and wasteful of time and money than the usual methods of garden parties, private theatricals and fairs, and better than the pernicious methods of lady street car conductors and tag days.

The plan is a success in large cities as St. Louis and Washington, and in small commercial cities as Newark, St. Joseph and Springfield, in still smaller manufacturing

cities as Haverhill and Wilmington, and in a purely residential city of the well-to-do as Newton.

As to the legal difficulties, I do not know of any. I believe a sufficiently acute constitutional lawyer might read a restrictive meaning into the statutes of some states, possibly New York, for instance. If the legal restriction is so hard to find, why hunt for it? Why not do the thing which by common consent and practice is reasonable, popular, restricts no one's privileges, harms no one, gives pleasure to many, and is a source of income to the library?

Objection is made because it competes with commercial enterprises. But why not? Public libraries themselves are competitors of book stores, and the special commercial enterprises most affected would be of the type of the Book Lovers' Library and Tabard Inn, which now need not be considered. The objections, strange to say, come largely from within the libraries, and from those who have not tried the plan. The public like it.

The only difficulty we have is explaining to some who are wilfully dense that we have free copies of all books in the collection, and that we are enlarging rather than restricting privileges. Some, also, expect to find old books in the collection, and we have lately had two calls for "St. Elmo."

Some city solicitors when asked their opinion as to legality have reported adversely, although they said they wished they had not been asked. This happened in Cambridge and Somerville.

The charges range from 1 cent a day to 10 cents a week. One library charges 5 cents a week, another 10 cents for two weeks. When the charge is by the week the limit is usually one week with a charge of 2 cents a day after that. Those charging by the day have usually no time limit, but use a system of notification after a certain length of time. The charge by the day seems to be the most generally used and 2 cents a day the usual charge.

I will quote from two letters advocating the system. Mr. Wellman, of Springfield, writes:

"My testimony as to the advisability of a pay duplicate collection ought to be valuable because I was an unwilling convert. We did not take the plan up in Brookline because of my disinclination, but I found it in operation

in Springfield, and having seen the results I am unhesitatingly in favor of it. It solves the everlasting fiction question to the satisfaction of the public and to the advantage of the library, financially and otherwise. We charge one cent a day, not counting Sundays; that is, six cents a week. We buy about 100 titles of current fiction a year, purchasing two or three copies of the less popular novels for the regular collection and usually from five to ten for the pay collection. A few of the most popular novels we duplicate to the extent of ten or twenty copies for the regular collection and much more freely for the pay collection. In fact, we duplicate as extensively for the pay collection as may be necessary to meet the demand. For this reason the plan gives the public the utmost satisfaction. They can get the new novel, and get it reasonably promptly—within a week or two usually, and almost always within a month. We allow the pay duplicates to be reserved.

"As to the legality of the arrangement, of course I have no technical knowledge; but I do know that the plan has been adopted in a great many public libraries, and whatever may be said as to the legality as an academic question, there can be, it seems to me, no doubt of its legality as a practical question. If you come to the point of law, probably most libraries have no legal right to charge fines, yet we all know that the practice is universal. And so wherever the pay duplicate collection has been adopted I think it has always given satisfaction and its legality has never been disproved. My advice would be to put it in operation until its illegality is shown; but that probably will never be, because the plan is so satisfactory to every one, rich and poor, as well as to the library, that nobody will be likely to raise the question."

Mr. Bowerman, of Washington writes: "It is very successful here. From time to time people criticise us, but when the matter is fully explained no legitimate or well-founded objection seems to be raised against it. Its legality has never been questioned here. In some places this is the case, much to the regret of librarians who would welcome the relief afforded by it.

"With us it is practically confined to new fiction, though we add occasionally to it some other popular books in other classes, such, for example, as Bernard Shaw's and Ibsen's plays, some of Benson's books and such like. We never include anything that is not also represented in the library by free copies, and we do not include in it any books that we would not be willing to buy on their merits in liberal quantities for the free shelves, if it were practicable. In effect our plan makes it possible for us to meet fairly well the demand for books which we would be far from meeting because of our inability to buy sufficient free copies of them all. In the long run the public that cannot afford to pay for copies is the gainer because it has the advantage of ultimately securing a large number



of copies which have been paid for by the well-to-do.

"We are now buying for this collection in the proportion of four to one, that is, when we decide to buy a new novel in popular demand, we make one copy free and four pay. In view of the fact that the ordinary novel does not circulate more than 15 to 20 times before it needs to be rebound, we require that the rebinding shall be paid for on the five-cent plan, as well as the first cost of the book. The result is that a new novel is required to circulate 30 times at five cents before it is transferred to the free shelves. Ordinarily a book does this in an astonishingly short time. In some instances where we over-estimate the popularity of a book we are obliged to transfer it sooner, in order, like good merchants, to keep nothing but desirable stock on these pay shelves, and to make up the loss on exceptionally popular books.

"In addition to books, we have pay copies of a few of the new magazines, including *Harper's*, *Century*, *Scribner's*, etc. These sometimes do not quite pay for themselves. In this library borrowers are permitted to reserve all non-fiction and the pay copies of novels, but not free copies. A desirable feature of such a plan is that by it persons who would otherwise get their new fiction from a pay circulating library are brought to the public library and draw good standard class books in addition to new pay fiction.

"I believe that every public library desires to meet all reasonable demands of readers, both as to titles of books supplied and in sufficient quantities. To do that in the case of new fiction without such a collection is sure to make an undue strain upon the book fund. Not to do it is to alienate a very desirable class of the community, render your library unacceptable, and lose your hold on the community. People generally are willing to recognize that you cannot buy 20, 40, 50 or 75 copies of a new novel out of a limited book fund, but are quite willing to coöperate with you to that end. As I have said, if it is fully and carefully explained to the public that it is a fair and equitable matter, no reasonable objection can be made against it."

#### BUREAU OF RAILWAY ECONOMICS

A "BUREAU OF RAILWAY ECONOMICS" has been established by the American Railway Association, with headquarters in Washington, D. C. Its work has recently begun, and will consist of the collection of information relating to the economic aspects of transportation that may be useful to the railways. The director of the bureau is Mr. Logan G. McPherson; the assistant to director, Charles E. Kern; statistician, J. A. Lord.

The librarian is R. H. Johnston, who since 1898 has been connected with the Reference department of the Library of Congress and has a large acquaintance with railway and economic subjects.

#### THE LIBRARY AS AN ADJUNCT TO INDUSTRIAL LABORATORIES\*

BY GUY E. MARION, Librarian, Arthur D. Little, Inc., Boston, Mass.

Reprinted as a contribution from Arthur D. Little, Inc., Chemists and Engineers, from the *Journal of Industrial and Engineering Chemistry*, Vol. 2, no. 3, March, 1910.

It has been recently said:<sup>1</sup> "The financial library of the present day is a comparatively recent institution, and many causes have contributed to its development." Equally true is this statement in its application to the library as an adjunct to industrial laboratories. Let us review for a moment then, the causes which have contributed to the usefulness and development of the Laboratory Library. Many of them are the same as those which are causing to spring into existence the increasing number of small specialized libraries about the country in general. The chief cause, however, is the phenomenal growth of all business, which continually necessitates the introduction of new methods for expediting its procedure. Specialization has entered here as elsewhere, and it has been found better to have one man prepared to answer the many inquiries of a general nature coming to the laboratory than to be forced to distribute these inquiries throughout the staff. This has meant, then, the collecting of the laboratory's resources (books, pamphlets, experimental data, catalogs, documentary experience, etc.) at one point into a library. In this way a new channel has been formed for the transaction of a portion of the laboratory's business, namely, the answering of the general inquiries arising both in and outside its ranks; and the library has become a vital factor in the operation of the organization. But, not only has the work been better systematized by the advent of the library; its coming has enabled the laboratory to accept wider opportunities, to enter with less hesitation new and unexploited fields, and to increase its efficiency in a large number of ways which make for confidence and progress; in fact, with its constant accumulation of the laboratory's daily experience, upon which no value can appreciatively be set, with its acquiring and classification of the ever-increasing amount of literature from without, it becomes, as the accumulated experience of the past, the base upon which the future rests. Another contributory cause to the existence of the library is the speed of present-day business. No longer can the chemist wait until he has an opportunity to consult the public library or other outside source of information. This

\* This paper has been revised and brought up to date since its publication, and was read before the Special Libraries Association, Mackinac, Mich., July 1, 1910.

<sup>1</sup> From a paper entitled "Some aspects of a financial library," by Beatrice E. Carr, presented at the first annual meeting of the Special Libraries Association.



method would be too slow. The chemist is the man who is supposed to know. That is why he is consulted by the business layman, and his knowledge must be forthcoming on the spot. So the library has come to his aid and enabled him to hold his layman often on the telephone wire while the desired information is found. Thus the chemist has embraced the library as an adjunct largely in self-protection.

Since these contributing causes are readily apparent, and the laboratory library as an institution already exists, it is for us to consider the specific nature of the demand made upon it (answering at the same time, if we can, why the public library does not fill the need), its limitations, the literature required and acquired, and then for a moment to look at a concrete example of such a library as we have in mind with its various working systems.

*Specific nature of the demand.*—The industrial laboratory needs a highly specialized library, at the same time one containing certain well-chosen general works. For example, its shelves must be rich with analytical works in almost every field, with books on explosives, beverages, foods, oils, gases, fuels, ceramics, textiles, paints, soaps, gums, essences, distillation products, metals, rubber, leather, wood, celluloid, etc. In fact, a small library of technology with only the best works chosen in each branch of industry fills best the need. For general works, it needs bibliographical books, transactions of the various scientific and learned societies, trade catalogs from the industries which the laboratory in question particularly serves, the current technical periodicals covering the fields claiming its attention, and a collection of general books on English, advertising, engineering, building, physics, chemistry, biology, botany, and manufacture, to which should be added reference lists, dictionaries, encyclopedias, directories, maps, atlases, etc. Indeed the demand in the industrial laboratory library is both for a small commercial library as well as a highly specialized library of technology. It is because of this peculiar mixed nature of the demand that our public libraries cannot hope to meet it. They rarely give any attention to the commercial side of their development, and their general lay clientele forbids their building up along the technical and industrial lines beyond a few of the more general books. But what is still worse, their distance most often militates against them. Moreover, the chemist in industry must have his works without fail when he wants them. It will not suffice to await their return from some other borrower from a library. The peculiar type of library to serve the interests of the laboratory must be able to hold its entire resources within certain prescribed limits so that it can recall them at a moment's notice.

*Its limitations.*—What are its limitations? The people making use of it will rarely, if

ever, exceed 50 in number. But these people, instead of being a desultory public are intensely active specialists, and bring to the library inquiries which require the best skill in their answering. In this way the library does not suffer from lack of quantity, for its interest is more than kept up by the increased quality sought in its work. Its purchases are also limited, and its accessions cannot be compared in numbers with those of the public library, for very few things are acquired which are not for a well-defined purpose. In spite of the narrower field and its restricting limitations, the laboratory library is still, however, a unique and purposeful proposition, changing the more general characteristics of a library to meet its changed surroundings.

*Literature required and acquired.*—We come now to the literature required and acquired, which prove in reality to be of two quite different classes. We have already explained above, in touching upon the specific nature of the laboratory library, what kinds of literature are required. They are chiefly text-books, specialists' pamphlets, trade catalogs, reference works, maps, etc. These must be all purchased and are quite necessary. In distinction from these, there is a vast bulk of data which we may properly call acquired rather than required. It is made up of the information culled from the laboratory's daily correspondence, out of the experiences of the various members of the laboratory staff, from experiments carried on in the laboratory, from various technical reports and investigations made for clients; in short, it is made up of the accumulated results of the internal life of the laboratory itself. In fact, this acquired data is unquestionably for the laboratory library, the most valuable part of its information.

*Information department of Arthur D. Little, Inc.*—Perhaps a more minute description of a concrete example of such a library as we have briefly described above in general terms will be more useful and suggestive to you. The Information department of Arthur D. Little, Inc., which is entrusted to my care, will be briefly explained, touching upon the sources from which we get our material, the systems in vogue, the bulletins issued, the way in which the library becomes a clearing-house for information, a few of its typical problems, and lastly, its aims.

*Sources of material.*—Our material is obtained chiefly through five channels: the purchase of special books or pamphlets to meet definite requests, through the mailing lists of outside concerns who send us their advertising literature from time to time, through the kindness of individual acquaintances at various points who desire to exchange results, from the chance notices appearing in the technical periodicals, which prompt us to initiate ourselves the getting of the information in question, and from the calls of clients and salesmen who may leave with us at their

visits information of one kind or another. These are outside sources. The material produced within our own business of course comes to the library through the regular office routine.

*Classification.*—All of this material then, upon its reception, falls into one of the following seven grand groups: books, pamphlets, trade catalogs, special data, specifications, periodicals, and the museum collection.

*Books.*—The books are classified by the Dewey Decimal system, which has long ago proved its claims in the public libraries. It serves our purposes very well indeed, and maintains uniformity with the best prevailing library practice in the majority of public libraries. By its use, like books stand together on the shelves, and those related stand closely by. It permits of perfect intercalation of new material upon the shelves in proper order. Supplementing the Dewey subject number, each book has its Cutter's author number. We use the Kate E. Sanborn arrangement of C. A. Cutters' alphabetic order table for assigning these numbers. All of our books are entered in an accession book on their reception, thus keeping accurate data on each volume.

*Pamphlets.*—Pamphlets receive treatment similar to that of the books as regards their subject and author numbers, but in order to keep this material in a distinct class by itself, the small letter (*p*) is used before the call number. The pamphlets are then placed in regular pamphlet boxes on the shelves, in one group by themselves.

*Trade catalogs.*—Trade catalogs receive a somewhat different treatment. This is the most objectionable class of material entering the library, owing to its entire lack of uniformity. We have found the best practical treatment to be a shelf arrangement, in which all the small material is enclosed in envelopes (9½ in. x 11¼ in., without flap, opening on the long side) and standing in one alphabet from (A) to (Z). To each company's catalog is assigned a Cutter number, thus the catalog of the Sturtevant Mill Company is S 936, which places it at one and the same time in a strictly alphabetical and numerical decimal order. This arrangement has the additional advantage of allowing those coming to the library seeking a definite concern's catalog to go directly to the shelves, without the consultation of an index.

*Special data.*—Our special data is a somewhat miscellaneous class of material, made up of an accumulation of newspaper clippings, reviews of articles, results of personal interviews, special investigations, data culled from correspondence, and many other sources. The greater part of it is copied on correspondence size sheets, and placed in a vertical file. A small letter (*s*) preceding the number keeps this material distinctly in one class. The arrangement here is also by subject with the use of the decimal system.

*Specifications.*—This class contains copies of specifications issued by the laboratory, arranged upon the Decimal system, preceded by the small letter (*k*.) In addition to the classification number a dash is added, and in cases where more than one specification falls within a class Arabic numbers are added consecutively. In this connection it may be mentioned that all other specifications than those written by our own laboratory are treated in a loose-leaf collection, arranged alphabetically under the name of the concern writing the specification. This collection has now grown to four volumes.

*Periodicals.*—The class of periodicals is made up of a selected list of about 50 scientific and technical publications, both foreign and domestic. Many of these are purchased directly, while others are received with memberships in the different learned societies. Notable in this class of literature is a new type which is provoking some attention, the industrial publications, sometimes called House Organs. We may name a few, such as *The Stone & Webster Public Service Journal*, *Industrial Progress*, *Reactions*, *The Valve World* and *The General Electric Review*. For convenient reference all the periodicals are given symbols such as E N for *Engineering News*, E R J for *Electric Railway Journal*, P T J for *Paper Trade Journal*. Thus with the date of issue known, a certain reference can be easily and briefly made to any article. When the periodicals are later bound, as many of the better ones are, they of course leave this class and become books. As for the others, after clipping they are thrown away.

*Museum.*—The museum collection is made up of a large assortment of samples acquired from various points, clients, etc., for example, fibrous materials, mineral matter, special papers, artificial silks, standardized steels and irons, paper-making chemicals, electric railway materials, etc. To each individual sample we give a consecutive number, preceded by a small letter (*m*), which serves to keep this material in one group by itself. The material is filed in glass cabinets, where it is on constant exhibition, and proves, at least to our visitors, a source of lively interest.

*Color scheme.*—In the actual handling of this material a color scheme is used. White tags are placed on the books, salmon on the pamphlets, blue on the catalogs, yellow on the special data, green on the periodicals, and cherry on the museum material. This is found to be helpful in the work, always aiding the eye in the rapid classification of material, and preventing often the return of material to the wrong place.

*Accessioning.*—Now as to the process through which this bulk of material passes. Everything entering for permanent file is first accessioned, then cataloged and filed. The accessioning of the books has already been described; the other classes are accessioned

on sheets kept for one week only, from which the information is later transferred to the weekly bulletin, which will be described below. This does not apply to the periodicals which are checked upon a special card system as they are received, nor to the museum articles, which are not accessioned.

**Cataloging.**—The classifying takes place next, which is followed as soon as finished by the indexing. Author, title and subject cards are made out in nearly every case, and often several subject cards. The cards completed, the materials go to their respective files, and the cards to the library index.

**Card catalog.**—This index is one large dictionary catalog from (A) to (Z), and now numbers between thirty and forty thousand cards. These are all standard 3 in. x 5 in. library cards, and the entire index is liberally supplied with guides for the searcher. After locating the proper material wanted in the index, the nature of the call number on the card will always indicate the group in which the material itself will be found. This has already been explained in earlier paragraphs upon the different groups of material, by the use of the small letters (s), (p), (m), (k), etc., as symbols in the call numbers. A distinctive feature of filing cards with us is the placing of them first in their proper places, without the removal of the rods from the drawers. A second party then goes through the cabinet, verifying them and dropping them into their permanent arrangement.

**Charging.**—The charging system carries out the color scheme. We have a small tray with the necessary compartments, in which narrow slips are used for keeping records of the material out of its regular place. White slips receive the book charges, salmon the pamphlet, blue the catalog, and so on. On each slip is written the call number of the material, the initials of the borrower, and the date on which the loan is made. All material which is returned during the day is kept together in one place, and is returned to the files the first thing the following morning, the charge slips being removed at the same time from the charging tray.

**Bulletins.**—So much for the systems in vogue in our library. These are laid out with the idea that they may become almost automatic after those operating them have once learned them. But we now approach a more interesting side of the work. Every Monday morning we issue a bulletin which covers all the accessions of the previous week in classified shape, so that all the important heads of departments may at least keep up to date with what the library is receiving. In addition, we issue irregularly a bulletin called the *Library Bulletin of Construction News*, the purpose of which is to advise the officers of the laboratory of new developments in various parts of the country which, if followed up, may lead to further business. Each bulletin receives a consecutive number, and each item upon the

bulletin receives a letter. In this way it is possible to refer, by the use of the number and letter, to any item appearing on any bulletin. The information recorded upon this bulletin comes from the reading of the technical papers and other sources, and numbers are issued as is warranted by the amount of new material collected. This bulletin idea is capable of much greater expansion, and as times goes on, we hope to make much more of it. It should contain suggestions, perhaps a selected list of the more suggestive articles appearing in the press for the week, and so on. With sufficient time to devote to this purpose one can scarcely prescribe a limit to its possible development.

**Correspondence.**—For indexing purposes all of the correspondence of the various departments of our laboratory goes to the library before being filed. This is the regular channel through which all mail must go, and nothing is filed until noted by the library with its library stamp. This enables the library to pick out and index such useful bits of information as would otherwise be overlooked.

**Library a clearing-house.**—The library is the clearing-house for much of the information in our laboratory. Every second day the periodicals which have once been distributed among the staff come back by way of the mail baskets to the library, and are recharged and again distributed to a new group of readers. This system insures their receiving attention, for the readers know that the periodicals will be taken away whether read or not, when the time is up, and passed on to others. In another way the library acts as a clearing-house. If the Paper and Pulp department brings us a request for information which we know is common knowledge in the Fuel department, why should we not exercise our ingenuity in bringing the proper parties together? Again, if the Fuel department works out successfully a problem which we know would help the Electric Railway department, and the data is filed with us, why should we not call it to the latter's attention? You will readily see the effect this will have upon the general *esprit de corps* of the laboratory.

**Problems encountered.**—Let us now look at a few of our typical problems: What are we asked to solve, and what form do these requests take? We have a form called our "Inquiry blanks," printed on paper of a distinctive color. A pad of these blanks lies on nearly every desk in the various departments about the laboratory. When a request for information comes in or arises in any department, one of these forms is filled out and sent to the library, where it becomes our duty to provide an answer at the earliest possible moment. These slips are numbered consecutively as received, and after going to the accounting department for the distribution of their time charges, are returned to the library and kept in consecutive order. They serve thereafter as memoranda from which the

answers can be readily found in case the inquiries are duplicated later from other sources, for each slip is filled out with the sources from which any information has come. As to the questions themselves, a few typical ones may be cited:

"Who are the principal manufacturers or dealers in copper sulphate?"

"What patents have been taken out on the removal of caffeine from coffee?"

"What is the procedure for anesthetizing plants?"

"Please give me a list of articles, with reprints and extracts, published during the past several years on Vanadium and Tungsten steel."

"Who manufactures waterproof paper?"

"Have you any good titles of general articles on Artificial silk?"

"Want latest report of Gas and Electric Light Commissioners of Massachusetts, Rhode Island, Connecticut and New Hampshire."

"What is the price of and who sells the Hoskins' Electric Furnace?"

"Please find in a recent number of *Power* an article on the Westinghouse Gas Producer."

"Please obtain British Patent Specification 12,976 of June 2, 1909. H. J. G. Reeser, Patentee."

As you will readily see, these questions are of a most varied sort, and require a wide familiarity with the contents of the library, for we never know what may be asked next. We must ever keep before us the entire resources of the collection, and trust largely to our ingenuity and the coöperation of all the laboratory members in finding satisfactory replies to these inquiries.

*Aims of the library.*—This brings us to the aims of our library: Its first purpose must be to keep pace with the growing business of the laboratory and build up its resources in the most valuable way to handle the work. But this is not enough. We should be so keen to the situation as to try to sense the advance direction and movement of the business, and aim to build up our collection to meet the needs as they appear. Not only this, we must bear in mind the matters of vital interest to individuals. One man wants us to note for him everything we see on fibers, another would have us watching for articles on new steels, another for anything coming from the pen of a certain writer. All of these must be kept constantly in mind. But with these duties, which emanate from without, we should not be satisfied. It is for us to call also to the attention of those whom we may think will be interested such new developments, processes, inventions, treatises, and so forth, as make their appearance, for we are indeed privileged above the others in seeing so much that is diversified each day. With this privilege must go the added responsibility. Fur-

thermore, we aim to keep in coöperative touch with other similar small libraries, as well as with the larger libraries, such as the Boston Public Library, the Library of the Massachusetts Institute of Technology, and other institutional libraries, knowing that often we must go to those sources as a last resort when our own facilities have been exhausted. A sign of real progress in the general library field which has attracted our earnest attention of late is the formation of the Special Libraries Association, which hopes to unite the interests of all small special libraries, and to be of suggestive value to them in the solution of their varied and peculiar problems. We aim to keep in close touch with this movement.

*Conclusion.*—In conclusion, the library as an adjunct to the industrial laboratory may be said to be an actual necessity, as soon as the laboratory has come to any size, and has an accumulated history. It facilitates the working of the organization, safeguards its resources, assists its specialists in their daily work, and makes for general efficiency. If it fully meets its purpose, it smooths the way and acts as a lubricant to the wheels of the laboratory progress, encouraging and building up the office coöperation, and enlivening the *esprit de corps* among its members. The library must become "a weapon of business," as has been aptly said before,<sup>1</sup> rather than a mere storehouse for books, if it is to be a real living and necessary adjunct to the industrial laboratory, and right here very much depends upon the missionary spirit of its staff.

#### REPORT ON STORYTELLING\*

"Is she a Fairy, or just a Lady?"

A little Scotch girl asked the question after a story hour in a children's library. "She made me see fairies awful plain."

"She made me see fairies, too," answered the children's librarian with whom the child had shared her doubt. "Let's go and find her and make sure."

On the way they spoke of the story they had both liked best. It was about an old woman who lived long ago in Devonshire, who loved tulips and planted her garden full of them, and tended them with great care because they seemed to her so beautiful. After the old woman died some extremely practical persons came to live in her house, and they considered it very foolish to grow tulips for their beauty when the garden might be turned to practical account. So they dug up the garden and analyzed the soil, and planted carrots and turnips and parsnips and just

<sup>1</sup> From a paper entitled "The library and the business man," by G. W. Lee, presented at the 29th annual meeting of the American Library Association, Asheville, N. C., 1907.

\* Report of the Committee on story-telling given at the Fourth Annual Congress of Playground Association of America, and reprinted from *The Playground*, August, 1910.

such vegetables as promised to yield speedy and profitable returns.

By and by a wonderful thing happened. Tulips no longer grew in the garden; there was no room for them and nobody had time to look after such useless things. But on the spot where the old woman was buried the most beautiful tulips sprang up of themselves, and every night in the springtime the fairies may be seen bringing their babies to rock them to sleep in the tulip bells.

The little Scotch girl wondered whether there was "a book in the library with the tulip story in." She wanted to read it to her grandmother, she said, because her grandmother was "always speaking about her garden in Scotland," and she wondered if the tulips in Scotland had fairies asleep in them.

The storyteller, who was Miss Marie L. Shedlock, looked wonderfully happy when asked whether she was a "Fairy" or "just a Lady." She said she supposed she was really "just a Lady," but she had become so intimate with fairies through listening to stories about them, and thinking about them, and telling fairy tales to children and grown people in England and America, that she felt almost like a fairy at times, and she had come to believe with Hans Christian Andersen, whose stories she loved best of all, that life itself is a beautiful fairy tale.

Then she told the little girl that the tulip story was not in a book, and that she must tell it to her grandmother just as she remembered hearing it, and that having seen the fairies while she listened would help her to remember the story better. She could see pictures all the time she was telling stories, she said. The little girl had never thought of making pictures for herself before. She had only seen them in books and hanging on walls.

This unconscious tribute to the art of the storyteller made a lasting impression on the children's librarian. If a child of less than eight years, and of no exceptional parts, could so clearly discriminate between the fairy tale she had heard at school and the tale that made her "see the fairies," there was little truth in the statement that children do not appreciate artistic storytelling. She went back to her children's room feeling that something worth while had happened. The children who had listened to the stories now crowded about the book shelves, eager for "any book about fairies," "a funny book," or "a book about animals."

The little girl who had seen the fairies was not the only one who had fallen under the spell of the storyteller. "I always knew Pandora was a nice story, but she never seemed like a live girl before," said one of the older girls. "I liked the Brahmin, the Jackal and the Tiger best," exclaimed a boy. "Gee! but couldn't you just see that tiger pace when she was saying the words?" "I just love The

Little Tin Soldier," said a small boy who hated to read, but was always begging the children's librarian to tell him stories about the pictures he found in books. "Didn't she make him march fine!"

Before the end of the day the children's librarian had decided that even if there could be but one such story hour in the lifetime of an individual or an institution it would pay in immediate and far-off results. But why stop with one; why not have more story hours in children's libraries? Other children's librarians were asking themselves the same question, and then they asked their librarians, and those who recognized in the story hour a powerful ally in stimulating a love of good literature and a civilizing influence wherever the gang spirit prevailed, gave ready assent.

Ten years have passed and the story hour is now an established feature in the work of children's libraries. Miss Shedlock came to America to tell stories to children and to their fathers and mothers. She returned year after year to remind the schools and colleges, the training schools and the kindergartens, as well as the public libraries, of the great possibilities in what she so aptly called "the oldest and the newest of the arts."

In her lectures upon "The art of storytelling," "The fun and the philosophy; the poetry and the pathos of Hans Christian Andersen," and in the stories she told to illustrate them, Miss Shedlock exemplified that teaching of Socrates, which represents him as saying: "All my good is magnetic, and I educate not by lessons but by going about my daily business." The story as a mere beast of burden for conveying information or so-called moral or ethical instruction was relieved of its load. The play spirit in literature which is the birthright of every child of every nation was set free. Her interpretation of the delicate satire and the wealth of imagery revealed in the tales of that great child in literature, Hans Christian Andersen, has been at once an inspiration and a restraining influence to many who are now telling stories to children, and to others who have aided in the establishment of storytelling. It is now three years since Miss Shedlock was recalled to England by the London County Council to bring back to the teachers of London the inspirational value of literature she had taken over to America.

Interest in storytelling has become widespread, reaching a civic development beyond the dreams of its most ardent advocates when a professional storyteller and teacher of literature was engaged to tell stories to children in the field houses of the public recreation centers of Chicago. Mrs. Gudrun Thorne-Thomsen has been known for some years in this country as a storyteller of great power in the field of her inheritance, Scandinavian literature. It is very largely due to her work that the city of Chicago has been roused to claim



the public library privileges so long denied to her children, and to make the claim from a point that plants the love of literature in the midst of the recreational life of a great city.

No one who was present at those meetings of the New York Playground Congress, conducted by Miss Maud Summers, will ever forget her eloquent appeal for a full recognition of the value of storytelling as a definite activity of the playground. She saw its kinship to the folk dance and the folk song in the effort to preserve the traditions of his country to the foreign-born child. And she saw the relation of the story to the games, the athletics, and the dramatics. More clearly than anything else, perhaps, she saw the value of the story in its direct appeal to the spiritual nature of the child. Miss Summers' interest and enthusiasm made the work of the present committee possible. As one of her associates, its chairman pays grateful tribute to her memory and links her name with a work to which she gave herself so freely in life, that her death seems but the opening of another door through which we look with full hope and confidence upon childhood as "a real and indestructible part of human life."

There is a line of Juvenal that bids the old remember the respect due to the young. It is in that attitude, and with some appreciation of what it means to be a growing boy or girl of the present time, that the subject of this report has been approached and is now presented for the consideration of the Playground Association of America. We know only too well that we cannot give to childhood in great cities the simple and lovely ways we associate with childhood. We can give to it a wonderful fortification against the materialism and the sensationalism of daily life on the streets, against the deadly monotony of the struggle for existence, by a revival of the folk spirit in story, as well as in song and in dance, that will not spend its strength in mere pageantry, but will sink deep into our national consciousness.

It should be clearly stated that the field of storytelling, investigated, relates to children above the kindergarten age and to boys and girls in their teens. The investigation lays no claim to completeness and has not included storytelling in public nor in private schools.

An outline covering the main points of this report was sent to representative workers in thirteen different cities, to several persons professionally engaged in storytelling, and to other persons whose critical judgment was valued in such connection. The outline called, first, for a statement of the extent to which storytelling is being carried on in playgrounds, public libraries, settlements, and such other institutions, exclusive of schools, as might come to the notice of the members of the committee. Second, for information concern-

ing the persons who are telling stories, whether their entire time is given to storytelling and preparation for it; whether it forms a part of the regular duties of a director or an assistant; and, finally, whether volunteer workers are engaged in storytelling.

Replies to these inquiries with a brief statement of results have been grouped by cities,\* as follows:

#### BOSTON

Storytelling in the playgrounds is under the direction of a special teacher appointed in 1909. The teacher of storytelling works in cooperation with the teachers of dramatics and of folk dancing. The visits of the special teacher added interest and novelty, but it is felt that every playground teacher should be able to tell stories effectively. Storytelling, therefore, is considered a part of the daily work of the playground assistant.

In the Boston Public Library, storytelling is not organized as a definite feature of work with children, but has been employed occasionally in some branch libraries, regularly in others, by varying methods. It is regarded as markedly successful in districts where library assistants are closely identified with the work of the neighborhood. Cooperation with settlements in which storytelling has been carried on for some years has been very successful. Rooms have been furnished by the library; the settlements, and sometimes the normal schools, have provided storytellers. The work of a settlement leader with a large group of boys was especially interesting one winter, as he told continued stories from such books as "Treasure Island" and "The last of the Mohicans."

In the 60 home libraries conducted by The Children's Aid Society, storytelling and games are carried on by regular and volunteer visitors on the days when books are exchanged. (For full information concerning home libraries refer to Mr. Charles W. Birtwell, of The Children's Aid Society, Boston, with whom this work originated.)

Settlements and libraries report great improvement in the quality of reading done by the children as well as keen appreciation and enjoyment of the stories to which they have listened. They remember and refer to stories told them several years ago.

#### BROOKLYN

In the children's room of the Pratt Institute Free Library, storytelling and reading aloud have had a natural place since the opening of the new library building in 1896. Years before this library was built the lot on which it stands was appropriated as a playground by the children of the neighborhood—a neighborhood that has been gradually transformed by the life of the institution which is the cen-

\* Owing to space limitations, in general the formal reports from cities represented in the discussion are omitted in the body of the report.



ter of interest. The recognition of the necessity for play and the value of providing a place for it—children now play freely in the park on the library grounds—exercised a marked influence on the conception of work to be done by this children's library and upon its subsequent development.

The children's librarian was never allowed to forget that the trustees had been boys in that very neighborhood and remembered how boys felt. It was evident from the outset that the children's room was to be made of living interest to boys and girls who were very much alive to other things than books. Probably more suggestions were gained from looking out of windows, and from walks in the neighborhood and beyond it, than from any other sources.

Fourteen years ago there were no other public libraries, with rooms for children, in Brooklyn; and boys frequently walked from two to five miles to visit this one. During the past six years a weekly story hour with a well-defined program based upon the varied interests of boys and girls of different ages has been conducted from October to May of each year.

The children's librarian plans for the story hour, and does much of the storytelling herself; but from time to time some one from the outside world is invited to come and tell stories in order to give the children a change, and to give breadth and balance to the library's outlook upon the story interests of boys and girls. Listening as one of the group has greatly strengthened the feeling of comradeship between children's librarian and children, and the stories have been enjoyed more keenly than as if one person had told them all.

The evening on which Mr. Dan Beard told "Bear stories" is still remembered, and another evening is associated with the old hero tales of Japan told by a Japanese, who was claimed by the boys as one of themselves, and known thereafter as "The Japanese Boy." Pure enjoyment of such a story hour by children whose homes offered nothing in place of it already gives assurance of results rich in memories and associations, since men and women who were coming 14 years ago as children are now bringing their children to look at picture books.

#### CHICAGO

The institutions in connection with which storytelling is carried on are: the Chicago Public Library, the municipal parks and playgrounds, social settlements, vacation schools, institutional churches, hospitals, and the United Charities. The private organizations supporting the storytelling movement financially, by the employment of special storytellers, are: the Library Extension Story Hour Committee, the Permanent School Extension Committee, the Library Committee,

the Daughters of the American Revolution, and various women's clubs of Chicago.

A league has been formed of those who are telling stories under the auspices of the public library. The league holds meetings once a month for the purpose of upholding the standard of story work and to strengthen the cooperation with the library. Stories from Scandinavian literature, and stories of patriotism related to the different nationalities represented in the story hour groups, have been notably successful in Chicago.

The following statements are made by (1) Mr. E. B. De Groot, director of the playgrounds and field houses: "I think that the story hour is the only passive occupation that should be given an equal place with the active occupations. I see in the story hour, not only splendid possibilities, but a logical factor in the comprehensive playground scheme. The place of the story hour, I believe, is definite and comparable with any first choice activity. It is unfortunate that we are unable to secure as playground teachers, at the present time, good story hour men and women."

(2) Mr. Henry E. Legler, librarian of the Chicago Public Library: "We are now engaged in developing the branch library system of the city, and no doubt storytelling will be made incidentally a feature of the work planned for the children's rooms. This work must be done by the children's librarians, the storytelling growing out of library work and merging into it in order that its most effective side be legitimately developed." (Mr. Legler states his views with regard to storytelling and other features of work for children in an article entitled "The Chicago Public Library and cooperation with the schools," *Educational Bi-Monthly*, April, 1910.)

(3) Mrs. Gudrun Thorne-Thomsen: "As to the future of the movement, I believe the purposes are best served by the storyteller being an integral member of the organization she serves. I believe that if the organizations which express themselves so sympathetic toward the work would cooperate and give definite instruction in storytelling to their workers, and also give them a fair amount of supervision and direction, the whole movement might be placed on a dignified and wholesome basis."

#### CLEVELAND

Storytelling has been carried on in the playgrounds and summer schools for several years. Since 1907 the work of playground leaders has been supplemented by storytelling done by public library assistants who visit the playgrounds by invitation, and who are scheduled for this work as a part of their regular library duties.

In the Cleveland Public Library storytelling and reading clubs have been widely developed under the guidance of the director of work with children. In each of the branch libra-

ries two story hours a week are usually held. Storytelling is regarded as a part of the equipment of the children's librarian, and time is allowed from the weekly schedule for the preparation of stories.

Definite neighborhood co-operation is the aim of each branch library. Storytelling visits are therefore made to the public schools, social settlements, day nurseries, mission schools, and other institutions of a neighborhood. Requests for such visits are more numerous than can be supplied.

Storytelling in the settlements is done by club leaders and volunteer workers mainly in connection with club work. Stories were told last season in the children's gardens connected with the social settlements by an assistant from The Home Gardening Association.

Positive results of the effect of storytelling in the Cleveland Public Library are shown in the favorable direction of the reading of large numbers of children by a strong appeal to their spontaneous interests, and by the many requests for library storytellers. The total number of children who listened to stories told by library assistants in 1909 was 80,906. The Cleveland Public Library publishes an illustrated "Handbook" containing a full account of its storytelling and club work.

#### JAMAICA, LONG ISLAND

One playground has been opened in the Borough of Queens. Storytelling was introduced into the branches of the public library in 1908, and was at first carried on entirely by the supervisor of work with children as a means of putting herself in touch with the children and library assistants. An experience of some years at the head of the children's department in the public library of Portland, Oregon, had given her a full sense of the social opportunities presented in telling stories.

The branch libraries of Queens Borough are situated chiefly in separate towns and at seaside resorts. The children in some of these communities are inclined to be lethargic and lacking in initiative; or, the commercial instinct is abnormally developed in them. Habits of visiting a library for pleasure had not been established except in the case of older girls and boys who regarded it as a meeting place.

Girls whose reading was as flippant and as vulgar as their conduct on the streets have become interested members of "A Girl's Romance Club." Stories appealing to their love of romance have been told and books have been familiarly discussed with them. Library assistants as well as the supervisor of children's work now hold weekly story hours. There has been a great improvement in the quality and extent of the reading done by the children. Storytelling visits have been made to public schools and to the Jewish Home for Crippled Children. A library storyteller is

sent to the playground opened in Flushing in 1910.

#### NEW YORK CITY

Storytelling in the playgrounds of New York City is considered an important feature of the work of playground assistants wherever the conditions are favorable to carrying it on.

In the Parks and Playgrounds Association the leader of the Guild of Play tells stories herself and is supplemented by regular assistants and volunteer workers with whom she holds conferences on storytelling. The work of the Guild of Play is extended to hospitals for Crippled Children, to homes for Destitute Children and to settlements. (See *Handbook and Report of Parks and Playgrounds Association*.)

In the playgrounds and vacation schools maintained by the Board of Education, storytelling is carried on by the supervisors and assistants. The Nurses' Settlement, Greenwich House, Union Settlement, Hartley House, and Coming-Clark House, report weekly story hours, frequently held on Sunday afternoons. Storytelling is carried on in other settlements and by several church houses, St. Bartholomew's Parish House reporting a well attended story hour following a mid-week church service.

In the New York Public Library, storytelling, under the general direction of the supervisor of work with children, is in special charge of a library assistant who has been a student of dramatic art as well as of library science. Storytelling is not required of library assistants. Any assistant who wants to tell stories is given an opportunity to do so and to profit by criticism. Her trial experience is made with a group of children. If she proves her ability to hold their interest, she is then allowed to make up her own program for a series of story hours, basing it upon her spontaneous interests, her previous reading, and the special needs of the library where the story hour is to be held. The fact that storytelling has been regarded as a potent factor in the unification of work with children in the rural districts, as well as in the congested centers, where branch libraries are situated, has greatly influenced the present organization of the work.

Racial interests have been considered, and on such festival days as are observed by the Hungarians, the Bohemians, and the Irish, special story hours have been held. In each case a volunteer storyteller of the nationality concerned lent interest to the occasion.

Weekly story hours are now held in most of the branch libraries. In some of them, two or more story hours are held. Story hours in roof reading-rooms are held irregularly during the summer.

Marked results of storytelling after three years are shown by a very great improvement

in the character of the recreational reading done by the children, and in their sense of pleasure in the children's room.

The keen enjoyment of the library assistants who have been telling stories, and the interest of other workers in the library, indicates a valuable contribution to the work, by bringing its people together in their conception of what the library is trying to do for children.

Repeated requests for library storytellers have been received from institutions for the blind, the deaf mutes, the insane, from reformatory institutions, as well as from settlements, church houses, public and private schools, parents' meetings, and industrial schools.

Three branches of The National Storytellers' League hold meetings in New York City. (A full account of The National Storytellers' League is given by its founder, Richard T. Wyche, in the *Pedagogical Seminary*, volume 16.) Courses in storytelling are given at several schools and colleges, at the Summer School of Philanthropy, and at the National Training School for Young Women's Christian Associations.

#### PITTSBURGH

Storytelling in the Pittsburgh playgrounds has a unique organization in that it is entirely under the direction of the Carnegie Library of Pittsburgh. All storytelling in the playgrounds is done by children's librarians or by students of the Training School for Children's Librarians on the days books are exchanged.

The organized story hour, developed as a direct method of guiding the reading of children, originated with this library and has been carried on in connection with home library groups as well as in the branch libraries, the public school, the playgrounds, and the social settlements of Pittsburgh, for a period of 11 years.

The Carnegie Library of Pittsburgh issues printed lists of the stories used and a pamphlet entitled "Storytelling—a public library method," by Miss Frances Jenkins Olcott, chief of the Children's department and director of the Training School for Children's Librarians.

#### ST. LOUIS

In the playgrounds one regularly employed storyteller, who also assists in directing the games, tells stories throughout the season. Storytelling is also carried on by playground assistants and by volunteer storytellers. The interest shown by parents who frequently join the story hour groups in the parks is considered a significant gain in sustaining neighborhood interest in the playground.

In one settlement house the head worker meets the storytellers at the beginning of the season, and plans and directs the work for the entire year.

Storytelling in the St. Louis Public Library

has been carried on for several years by children's librarians of branch libraries who have visited playgrounds, settlements, and public schools, as visiting storytellers, and have told stories at mothers' clubs and teachers' meetings. Since February, 1910, it has been under the direction of the supervisor of work with children, who was formerly one of the visiting storytellers and assistants to the supervisor of work with children in the New York Public Library. Storytelling is regarded by her as a valuable aid in the unification of the work with children in a system of libraries.

#### STORYTELLING IN OTHER COMMUNITIES

The reports received represent only a small part of the storytelling that is being done in different parts of the country.

In New Jersey, the organizer of the State Library Commission has found her ability to tell stories and to choose books containing a direct appeal to the people who are to read them, or to listen to the reading of them, an open sesame in the pine woods districts, the farming communities, and the fishing villages, where grown people listen as eagerly as children. In a paper entitled "The place, the man, and the book," Miss Sarah B. Askew gives a vivid picture of the establishment of a library in a fishing village. (*Proceedings of the American Library Association*, 1908.)

Recognizing a similar need for the interpretation of books to the communities where libraries had already been established, the Iowa Library Commission appointed in 1909 an advisory children's librarian, who is also a professional storyteller and lecturer upon children's literature.

In the public lecture courses of New York City it has been found that storytelling programs composed of folk tales draw large audiences of grown people, who enjoy the stories quite as much as do the children.

In various institutions for adults as well as for children, where the library has been a mere collection of books that counted for little or nothing in the daily life of the institution, storytelling is making the books of living interest, and is giving to children, and to grown men and women, new sources of pleasure by taking them out of themselves and beyond the limitations of a prescribed and monotonous existence. Just as the games and folk dances are making their contribution to institutional life, so storytelling is bringing the play spirit in literature to those whose imaginations have been starved by long years of neglect, and is showing that what is needed is not an occasional entertainment, but the joy of possessing literature itself.

Professional storytellers who have recently visited towns and cities of the Pacific coast, the Middle-Western, the Southern and the Eastern states, not covered by this report, bear testimony to an interest in storytelling that seems to be as genuine as it is widespread. It is apparent that more thought is

being given to the subject than ever before. Wherever storytelling has been introduced by a "born storyteller" who has succeeded in kindling sparks of local talent capable of sustaining interest and accomplishing results, storytelling is bound to be a success. All reports testify to the need of a well defined plan for storytelling related to the purpose and the aims of the institution which undertakes it, and to the varying capacities and temperaments of the persons who are to carry it on.

#### THE SPECIAL STORYTELLER AND THE REGULAR ASSISTANT

The professional storyteller has played a large part in the successful establishment of storytelling, and is destined to play a still larger part in the future development of the work in playgrounds and other institutions, by raising the standards of the playground library, or settlement worker, who is expected to tell stories. This she will do not by elaborating methods and artifices to be imitated, but by frank criticism of native ability, by inspiring courses in story literature, and by proper training of the much neglected speaking voice.

The sooner we cease to believe that "anybody can tell a story" the better for storytelling in every institution undertaking it. A candidate for a given position may be required to have storytelling ability, but no assistant should be required to tell stories as a part of her duties unless she can interest a group of children who have voluntarily come to listen to her stories. Repeating simplified versions of stories is not storytelling. Exercises in memorizing may be as helpful to the storyteller as the practice of scales to the piano player, but neither is to be regarded as a source of pleasure to the listener. Listening as one of a group is a valuable experience in the training of an assistant who is telling stories in the playground, the library, or the settlement. Herein lies the advantage of a visiting storyteller who does not take the place of the playground or library assistant, but who enlivens the program for the children and makes it possible for the regular assistant to listen occasionally and to profit by the experience. (The professional listener is delightfully characterized in "Miss Muffet's Christmas party," by Dr. Samuel McChord Crothers.)

#### LIST OF FIFTY STORIES AND A LIST OF BOOKS FOR READING ON THE PLAYGROUND

The outline sent to the members of the Committee on storytelling called for the mention of specific stories and for personal experience in group formation, taking into account age and sex, time and place, and for a statement of results, in so far as such results could be stated. From 500 different stories

mentioned a composite list of "Fifty stories for the playground" has been made. This list is chiefly composed of fairy and folk tales, Indian legends, and animal stories, as making the strongest appeal to playground groups and to library groups unaccustomed to listening to stories.

It also represents the story literature most easily commanded by the storyteller who has not read widely. Stories from the Norse and Greek mythology, from the Niebelungen Lied, the Arthurian legends, and from Robin Hood; stories of Roland and of Charlemagne; stories from the Faerie Queene, and from the Canterbury tales; historical and biographical stories are generously represented in the 500 titles, but such stories should not be attempted without sufficient reading and feeling for the subject to enable the storyteller to bring it vividly and naturally before such a group as she is likely to meet in her daily experience.

Satisfactory festival stories are reported as exceedingly difficult to find. Several stories growing out of personal experiences, such as a "Christmas in Germany," a "May day in England," "Fourth of July in the Garden of Warwick Castle" (the Warwick Pageant of 1906) are mentioned. Atmosphere and festival spirit are often lacking in stories listed under Festivals and Holidays.

Poetry and verses are repeated or read at many of the library story hours. Lear's nonsense rhymes and certain rhythmical story poems are especially enjoyed by the children. Outlines of stories or selections from books designed to lead to the reading of an entire book are mentioned in connection with Dickens, Kipling, Stevenson, Scott, Victor Hugo, and other authors.

In addition to the list of "Fifty stories for the playground" a list of "Books to read on the playground" has been prepared. Nearly all of the public libraries mentioned in the report send books to playgrounds when the playgrounds desire it. The use of books in the roof reading-rooms of libraries is very similar to their use in the playgrounds. Here and in children's reading-rooms boys and girls are free to choose the books they really want to read. In his book entitled "The American public library," Dr. Arthur E. Bostwick makes this statement: "There are no intellectual joys equal to those of discovery. The boy or girl who stumbles on one of the world's masterpieces without knowing what any one else thinks or has thought about it, and reading it, admires and loves it, will have that book throughout life as a peculiar intellectual possession in a way that would have been impossible if some one had advised reading it and had described it as a masterpiece. The very fact that one is advised to read a book because one ought to do so is apt to arouse the same feeling of repulsion that caused the Athenian citizen to vote for the

banishment of Aristides just because he had grown so weary of hearing him always called 'The Just.'

#### EXPERIENCES IN STORYTELLING

Groups for storytelling are usually assembled in separate rooms in the libraries and are made up by an approximate but variable age limit, dividing the children under 10 or 11 years old from the boys and girls above that age. In the settlements the group is usually determined by the club organization. On the playgrounds, the experience of a storyteller in Providence is probably typical of many other workers and is quoted as suggestive for group formation in playgrounds.

"During the summer of 1909 the stories I told on the Davis Park Playground were mostly fairy tales and folk stories. 'Grimm's fairy tales' was the favorite of both boys and girls, and through the summer I told every story in the book. The boys also liked 'The merrie adventures of Robin Hood,' 'The three golden apples,' 'The golden touch,' 'The golden fleece,' and all the old Indian legends. While the girls, if offered a choice, always called for a fairy tale with a Prince Charming in it. Neither boys nor girls would listen to historical stories, saying they were too much like school.

"The first day to gain an audience I went up to a group of children who were playing together and asked them if they would like to hear a story. Four or five replied that they would, while some 15 or 20 disappeared as though by magic, and I decided that they were not interested. I then took the children who wished to listen over to a large tree in one corner of the grounds, and told them that for the rest of the summer that tree would be known as 'the storytelling tree.' They would, I told them, find me there every day promptly at half-past one, and that I would tell stories for a half hour to the whole playground. Then from half-past two until three I would tell stories to the older girls. The first day I had a very small audience, the next day it doubled, and then increased daily until I had from 80 to 100 children in a group. As to forming a group, I think it is impossible in playground work, for a group worth having must form itself, the reputation of the storyteller being the foundation of its formation, and this reputation can only be gained through constant systematic labor, and a thorough knowledge of your daily audience. That is why I think a professional visiting storyteller would be a failure in playground work, as in visiting each playground once or twice a week it would be impossible for her to gain that intimate personal knowledge of her audience which is so necessary to the playground storyteller, as she must appeal to a different class of children on each playground.

"The experience of a professional storyteller with a group of boys, already assembled as a club, is also quoted for its valuable sug-

gestion and independence of method in gaining the interest of boys who had been much experimented upon.

"The most interesting experience I have had in a developed series of stories was with the Boys' Club of Greenwich, Connecticut, last year. The club is supported by the wealthy women of the place, and is an outgrowth of a rather serious and perplexing boy problem. A number of picture shows, pool rooms, cheap vaudeville, etc., have crept into the town, and life on the street is most attractive.

"The head worker of the club wrote that they had failed to hold the boys in everything but manual training and baseball; that the boys were insubordinate and unresponsive, and that their school reports were very poor. I found the conditions even worse than I had anticipated. It was necessary to train 80 boys to listen, as well as to interest them, and so I told very short stories at first. I chose the ones that were full of dramatic action, that had little or no description, and a good deal of dialogue. The stories were strongly contrasted, and there was no attempt at literary or artistic finish. I used a great many gestures and moved about on the platform frequently; it is the quickest way of focusing laggard attention. To be absolutely honest, I had to come very close to the level of the moving picture show, and the 10-cent vaudeville, at first.

"The fourth night I eliminated all but a few gestures, and told the stories sitting down. I also used less colloquial English; and from then on, until the end, when I told the stories from Van Dyke in his own words, there was a steady growth in literary style. I append the programs in the order they were given:

#### STORY PROGRAM

1. Irish folk-tales.
2. Stories from Scandinavian myths.
3. The Rhinegold stories.
4. German folk-tales.
5. Arthurian tales.
6. Stories of Charlemagne and Frederick Barbarossa.
7. Tales of American Indians.
8. Negro tales.
9. Stories of the Carnegie heroes.
10. Kipling—Captains courageous, Jungle stories.
11. Van Dyke—A friend of justice, The keeper of the Light.
12. Irish folk-tales (requested).

"The practical results were very satisfactory. The books in the club library were used more, the boys' composition and recitation work at school improved, and they acquired the habit of polite, attentive listening."

#### SUGGESTIONS

The importance of a definite time and place for the story hour, for a prompt beginning



and for an ending before it becomes tedious, cannot be too strongly urged. The storyteller should "size up" the conditions and suit the story hour to them. If she is simple, natural and unaffected, and sufficiently resourceful to vary her program to suit the interests of the children, the story hour will be successful. Various practical forms of co-operation have been suggested, notably in the visits of library storytellers to playgrounds wherever the public library is actively interested in storytelling, and such visits are desired by the playground.

The story hour season in most libraries ends in April, making it possible in some libraries to release assistants once or twice a week to visit playgrounds. The benefit derived from such visits is mutually endorsed by playground and library assistants.

Conferences of groups of workers interested in storytelling, under the leadership of a professional storyteller, who also understands the practical conditions and limitations under which the playground and library assistants do their work have proved stimulating and suggestive in a number of places. Volunteer workers who have the ability to tell stories and who can so adapt themselves to their surroundings as to make their story hours effective, can do much for storytelling. This is especially true of men who have had actual experience of the life from which their stories are taken and can make these experiences of absorbing interest to their listeners.

In conclusion, the committee recommends that wherever practicable, storytelling in playgrounds be placed under a leadership corresponding to that now given to games and to folk dancing. That a clear distinction be preserved between storytelling and dramatics, as differentiated, though closely related, activities of the playground and the settlement. That the story hour be valued as a rest period; for its natural training in the power of concentration, and in that deeper power of contemplation of ideal forms in literature and in life. That storytelling in settlements be more widely developed as a feature of social work worthy of a careful plan and of sustained effort. That storytelling in libraries be made more largely contributory to storytelling in other institutions by a thoughtful and discriminating study of story literature, and by effective means of placing such literature in the hands of those who desire to use it. The committee also suggests that the subject of storytelling is worthy of the consideration of the universities, the colleges, and the high schools of the country, to the end that students may appreciate and value the opportunities for service in a field of such possibilities as are presented to those who possess, and who have the power to communicate, their own love of literature to the boys and girls of their time.

ANNIE CARROLL MOORE, *Chairman.*

## TOO MANY CARDS UNDER A SUBJECT HEADING.

In the card catalogs of large reference collections, our readers are frequently confronted by an accumulation of cards on a given topic, so great as to require considerable outlay of time and patience in selecting the individual title needed. Sometimes these large groups may be broken up by the separation into sub-groups, *e.g.*, systematic treatises, school text-books, etc., but such subdivision has to be done with caution and frequently still leaves us with too many cards under a given head.

How large can these sub-groups be without becoming unmanageable to the public and to the reference librarian, and how should the individual cards be arranged in order best to answer the questions they are gathered together to answer?

At least three arrangements are possible: (1) alphabetical by author, (2) chronological either by date of publication,\* or by the date of the period which the book describes, (3) a division into two or three broad chronological periods (*e.g.*, by centuries), with alphabetic arrangement of cards under each period.

The first arrangement is what we are accustomed to, but when there are four to six inches of cards under the given topic it is an extremely tiresome job to pick out the best work, or a recent work on the subject, and there is always an unpleasant mixture of old and new titles side by side. On the other hand, this arrangement enables the reference librarian to answer quickly the request for "Brewster's Essays on trade" when the authors' forenames are not known offhand, and where the great size which our catalogs are now attaining, makes it impracticable to look in the catalog under the author's name for the book. In this type of question of sufficient importance to influence strongly the mode of arrangement?

The second arrangement enables the seeker to find quickly the latest (not necessarily best) book on the subject and also keeps the literature of any given period together. It makes it absolutely impossible to reply easily to the request suggested above for "Brewster's work."

Does not the third arrangement satisfactorily solve the difficulty? The sub-division for late books may be made as small as desired, while, if the other periods are not multiplied too much, the request for "Brewster's book" may be readily answered, for, in general, the seeker will be able to assign the proper period to his author, and, if he cannot, the searching in the three alphabetic arrangements, placed side by side, is very little trouble as compared with turning over from four to six inches of cards.

\*Date of first edition to determine arrangement?



Are there objections to the third system and has it as yet been put into practice in any card catalog?

ILLUSTRATION OF THE THREE ARRANGEMENTS AS APPLIED TO THE CARDS UNDER THE HEAD-  
ING "GREAT BRITAIN — COMMERCE"<sup>a</sup>

1	2	3
Alphabetic.	Chronological. (latest first)	Recent books, 1900-date.
Begbie 1848	1908 Marshall.	Bérard 1900.
Bérard 1900.	1903 Caillard.	Caillard 1903
Brewster 1695	1903 Perris.	Davidson 1900.
Brewster 1702	1903 Root.	Hewins 1901.
Caillard 1903	1901 Hewins.	Marshall 1908.
Cary 1695	1900 Berard.	Perris 1903
Davidson, 1900.	1900 Davidson	Root 1903.
Deiss 1898	1898 Deiss.	
François 1801	1897 Gr. Brit. —	(b)
Gr. Brit. — Col.	Col. Office.	1800-1899 books.
Office, 1897.	1801 François.	Begbie 1848.
Hewins 1901.	1889 Rawson.	Deiss 1898.
Hosack 1854	1888 Rawson.	François 1891
Houghton 1681.	1854 Hosack.	Gr. Brit. — Col.
Marshall 1908.	1848 Begbie.	Office, 1897.
Massie 1757	1774 Tucker.	Hosack 1854.
Perris 1903	1757 Massie.	Rawson 1888.
Pettyt 1680	1702 Brewster.	Rawson 1889.
Rawson 1888.	1695 Brewster.	
Rawson 1889.	1695 Cary.	(c)
Root 1903.	1681 Houghton.	0-1799 books.
Tucker 1774		Brewster 1695
		Brewster 1702.
		Cary 1695.
		Houghton 1681
		Massie 1757
		Pettyt 1680.
		Tucker 1774.

T. FRANKLIN CURRIER.

#### ALUMNI LIBRARY, MIAMI UNIVERSITY

The Alumni Library of Miami University was formally dedicated on Commencement morning, June 17. The simple ceremony consisted of addresses by Hon. W. L. Tobey, president of the Board of Trustees, and Dr. Henry S. Pritchett, president of the Carnegie Foundation. The building was occupied some weeks ago, though it is just now being finished at a cost of \$85,000. The material is pressed brick with white stone facings. The interior walls are of light colored brick with plaster in natural sand finish. The chief architectural feature of the building is the dome and rotunda. All interior woodwork and furnishings are in mission oak.

Opening off the rotunda on either side are the two main reading rooms, with accommodations for 192 readers and shelving for about 12,000 volumes. On this floor also are librarian's and cataloging rooms. The rotunda serves as a delivery room. The second floor is given over to seminar rooms, six in number, with accommodations for 84 readers and shelving for about 3000 volumes. An unusually beautiful and well-lighted stack room

<sup>a</sup> Histories of commerce are classed in a separate subdivision. Note that the titles given here are but a small selection of the total titles. The third arrangement should be introduced only when the titles become numerous.

on the south side of the building provides for five desks with a total capacity of about 150,000 volumes. Three decks only are being fitted up at the present time. The stack room is absolutely fireproof and is cut off from the rest of the building by automatic doors. The basement floor is given over to storage, toilet, janitor's and unpacking rooms.

The library at the present time contains upwards of 30,000 volumes. The trustees of Miami University have shown a bit of foresight not too common among library builders, in that they have safely provided for comfortable growth of the collection of books for many years to come. The architect of the building is Frank L. Packard, Columbus, Ohio.

#### American Library Association

##### COMMITTEE ON BINDING

The A. L. A. Committee on binding has been informed that Houghton Mifflin Co. will bring out A. S. Pier's "Crashaw Brothers" and Alice Brown's "John Winterbourne's family" in reinforced bindings. The sample copy submitted to the committee shows that the specifications for this kind of binding will be strictly followed.

#### State Library Commissions

##### PENNSYLVANIA FREE LIBRARY COMMISSION

A report of the activities of the Free Library Commission was presented at the annual meeting in May, and is reprinted in *Pennsylvania Library Notes*, July. The period covered is the fiscal year beginning June 1, 1910. The statistics are given for April 1, 1910, as at that time the falling off in the work due to the increase of farm operations and the close of the study club season begins.

The travelling library side of the work has moved along this year largely by its own momentum. The supply of books has been too small to meet the demands which have come from the people spontaneously and therefore it has been unnecessary to do much advertising. "A visit was made to Fulton county last fall, as there had never been an application from that county. As a result two new stations were established there. During the year since June 1, 1909, 20,847 volumes have been sent out to 367 points in the state. These books have been intended to meet the needs of 396 groups and individuals. Of these 13,343 volumes went in collections of 50 volumes to take the place of public libraries in 203 communities; 4661 volumes went to 86 of the public schools; 46 study clubs secured 1614 volumes to aid them in carrying on the work which they have done; 29 public libraries have received assistance from us to the extent of 1902 volumes, and 17

Individuals have received 90 volumes to help them in carrying on their private studies.

"By way of explanation it should be said that it is not the policy of the Commission to loan books in a town where there is a free library except through that institution. This means that in the statment above made several of the stations called public libraries might be termed study clubs. In a number of cases also there are two study clubs assisted through one station.

"In some towns there are several study clubs, all of which have asked for assistance. These towns are large enough to maintain good libraries of their own, but do not do so. The fact that there are so many clubs shows the need of a local library, but the people do not realize it, because the interest is divided and attention is fixed on several points instead of one. Also the books used by these clubs are more expensive, and if we sent so many of them to these larger towns we must decline to send to other and smaller places which are less able to help themselves.

"In order to meet this situation it has been decided to have all the clubs receiving assistance from us in any one town unite and select one point in which all our books will be placed so they may be accessible to all. There will be no lessening of the service rendered—in fact in many cases it will be increased—but with all the people coming to one point it will emphasize the need of a local library and more than that, it will show very plainly that there is need in a library for many other things than fiction.

"Several requests for assistance have come from high schools where the students have been preparing for essays or debates. Many of the topics are such that there is no material in book form but plenty in periodicals. To meet this need, which is also felt in the study club work, we have begun the clipping of articles from periodicals and putting them into heavy paper covers for temporary use."

During last year a system of travelling libraries has been organized by the Montrose Public Library for the benefit of the people in Susquehanna county. At the present time they report 19 stations which they supply with books.

### State Library Associations

#### ILLINOIS LIBRARY ASSOCIATION

The 15th annual meeting of the Illinois Library Association will be held in Rock Island on Oct. 11, 12 and 13, 1910. The Iowa Library Association will meet in Davenport at the same time, and the Executive boards have planned for four joint meetings.

The Association will be the guest of the Rock Island Public Library, and the sessions

will begin on Tuesday afternoon and will last until Thursday afternoon.

The following is a preliminary outline for this meeting:

#### Tuesday, Oct. 11

*Afternoon.*—Illinois session: Symposium, Vacation experiences; Reports from members attending the Bibliographic Congress at Brussels.

*Evening.*—Joint reception to both associations by the tri-cities.

#### Wednesday, Oct. 12

*Morning.*—Illinois session, in charge of Carl B. Roden: New wrinkles: Labor savers; Library halls for lectures; Chicago's new lines of work.

*Afternoon.*—Joint session, in charge of Miss Edna Lyman, Children's work.

*Evening.*—Joint public meeting: Playgrounds; Lecture with stereopticon, by E. B. De Groot.

#### Thursday, Oct. 13

*Morning.*—Illinois session, in charge of Illinois Library Commission:

(a) Round table for small libraries.

(b) Commission work and its plans.

*Afternoon.*—Joint session: Book symposium; Lecture by Dr. Richard Burton.

It is hoped that this program will attract a large attendance of librarians from Illinois, and of course every one interested is most cordially invited to attend.

F. K. W. DEURY.

### Library Schools and Training Classes

#### ALABAMA SUMMER LIBRARY COURSE

The third annual summer course in library training was given by the Alabama State Department of Archives and History under its Library Extension Division, July 12-August 16, covering a period of five weeks.

Instruction was given by means of lectures. In connection with these three to four hours practice work is required each day. Sessions are held daily and require from five to seven hours of the student's time.

The course of study included instruction in classification, the making of a dictionary catalog, reference work, government documents, book selection and buying, library administration, accessioning and shelf-listing, and the study of the loan system best adapted to the small library.

The Dewey Decimal Classification was taught. Lectures were given on the different classes and these followed up by practice work in classifying selected books from each class.

The instruction in cataloging covered those entries most used in the small library, namely,

author, title and subject with special emphasis on analytics.

The reference course included a selected list of books recommended for the reference collection of a small library.

The lectures on government documents covered a list of those that should be found in a small library with instruction as to the best arrangement and how to catalog.

In the lectures on book selection the comparative values of different aids were considered.

The administration course consisted of discussions on the business side of the library, the relation of the librarian to the public and to the trustees, and the means of popularizing the library.

The comparative study of loan systems was done by means of samples illustrating each, while the one recommended for the small library was taken up at length.

#### CARNEGIE LIBRARY OF PITTSBURGH TRAINING SCHOOL FOR CHILDREN'S LIBRARIANS

On Aug. 16 the Training School for Children's Librarians closed its ninth year of work. Recent appointments of students are as follows:

Carrie M. Akin, Evansville, Ind. Appointed librarian of Public Library, Winnetka, Ill.  
 Jasmine Britton, Katalla, Alaska. Smith College, A.B. 1907. Appointed head of Children's department, Public Library, Spokane, Wash.

Bertha Frances Burtch, Dayton, O. Appointed librarian North Bennett Street Industrial School, Boston, Mass.

Ethel Kellow, Painesdale, Mich. Appointed librarian, Sarah Sargent Paine Memorial Library, Painesdale, Mich.

Fannie Kerr, Salem, O. University of Wooster, 1907-1908. Appointed head of Children's department, Public Library, Kalamazoo, Mich.

Jean McLeod, Milwaukee, Wis. Appointed children's librarian, Chicago Public Library, Chicago, Ill.

The following students have been appointed to the Brooklyn Public Library:

Louise Franklin Bache, Washington, D. C.  
 Mary Brinsmade, Washington, Conn. Vassar College, A.B. 1909.

Edna Sophia Smith, Watertown, N. Y.

Dorothea Thomas, Willimantic, Conn.

Marie Elizabeth Wallace, Wynnewood, Pa.

The following students have been appointed to the staff of the Carnegie Library of Pittsburgh:

Margaret Edith Kelly, Pittsburgh, Pa. Woman's College of Baltimore, A.B. 1905.

Dorothy Rowe, Milwaukee, Wis. Vassar College, 1907-1908.

Grace E. Shepperson, Danville, Pa.

Anna May Slease, Pittsburgh, Pa. Woman's College of Baltimore, A.B. 1903. Radcliffe College, A.M. 1907.

Grace M. Starkey, Pittsburgh, Pa. Woman's College of Baltimore, A.B. 1909.

Margaret G. Curran, class of 1910, has resigned her position as children's librarian in the Carnegie Library of Pittsburgh, to accept a position in the Children's department of the St. Louis Public Library.

Lillian A. Sutherland, Simmons College Library School, 1905-1906, special student Training School for Children's Librarians 1908-1909, has resigned her position in the Children's department of the Carnegie Library of Pittsburgh to become the head of the Loan department, in charge of children's work in the Rosenberg Library, Galveston, Texas.

#### MARRIED

Blanche A. L. Lowe, Pratt Institute Library School 1905-1906, special student Training School for Children's Librarians 1907-1908, married Herbert S. Hirshberg on June 6, 1910.

Tecca Niswanger, class of 1911, married James R. Miller June 27, 1910.

Jeanette M. Steenberg, class of 1909, married Dr. Einar Cohn Aug. 17, 1910. Mrs. Cohn still retains her position of assistant in the State Library Commission at Denmark.

#### CHAUTAUQUA LIBRARY SCHOOL

The 10th annual session of the Chautauqua Library School opened July 9 and continued till Aug. 20 under the direction of Melvil Dewey, with Mary E. Downey as resident director, assisted by Alice F. Sanborn, Euphemia K. Corwin and Mabel Bragg.

Mr. Dewey gave lectures on Qualifications of a librarian; Efficiency; Methods; Time-savers; Classification. Dr. Eliza M. Mosher discussed "Health considerations of the library staff;" Mrs. Addison F. Broomhall, president of the Ohio Federation of Women's Clubs, addressed the school on "The library and the club woman;" Mrs. I. S. Bainbridge spoke on "The influence of books in tenement work;" Professor A. S. Root gave instructive lectures on German libraries, College reference work, and the origin of printing; Mr. Frank Chapin Bray talked on the Chautauqua reading course.

Aside from the special lectures the course of study included 68 lectures on the following subjects: cataloging, classification, reference, library handwriting, note taking, order routine, author numbers, shelf listing, alphabetizing, bookbinding and mending, bibliography, government documents, loan systems, organization and administration, book selection and buying, building and equipment, work with children, schools and clubs and library extension. Lectures were followed by practice work which was carefully revised. Opportunity was given for questions and discussion of problems relating to library experience and for consultation with the instructors.

The Chautauqua and Patterson libraries

and books from the New York and Ohio state travelling libraries were used for reference and practical work.

Visits were made to the Buffalo Public Library, Niagara Falls Public Library, James Prendergast Library and Art Metal Construction Company at Jamestown.

So fine a spirit of faithfulness, enthusiasm and good fellowship prevailed that much was accomplished in the six weeks. Strenuous class work was supplemented by relaxation through the attractions which Chautauqua affords, and by occasional social festivities, including receptions at the Athenæum and a picnic at Barcelona Beach.

The registration was the largest in the history of the school, including 43 students, representing libraries of the following 14 states: Ohio, 22; New York, 4; Pennsylvania, 3; Illinois, 2; Indiana, 2; Missouri, 2, and 1 each from Connecticut, Georgia, Kansas, North Dakota, New Hampshire, New Jersey, Texas, West Virginia.

There were many visiting librarians, trustees and others interested in library work who attended special lectures and consulted in regard to library matters, making this feature a very important part of the work.

#### COLUMBIA UNIVERSITY SUMMER SCHOOL

The Columbia University Summer School offered this year three courses in library economy (S1 Bibliography; S2 Book selection and book buying; S3 Cataloging and classification).

*S1 Bibliography.* Instructions and problems in the use of the standard works of reference, general and special encyclopedias, dictionaries, annuals, atlases, indexes to periodicals, general literature and government documents, Miss Catherine S. Tracey, librarian of the Reform Club Library, Columbia University, and Miss Helen Rex Keller, Columbia University Library.

Lectures were given as follows: The bibliography of education, Professor Paul Monroe, editor of the new "Cyclopedia of education;" The science of history, The bibliography of history, Professor James T. Shotwell; Best books in English literature, Professor William P. Trent; The literature of the 19th century, Professor John Erskine; The literature of philosophy, Dr. Harold C. Brown; The literature of architecture, Mr. Edward R. Smith, librarian of the Avery Library, Columbia University; The literature of political science, Mr. Frederick C. Hicks, superintendent of Reading Rooms, Columbia University; The Applied science reference department, Mr. Edward H. Stevens, librarian Pratt Institute Free Library; The municipal reference library, Mr. Robert Whitten, librarian Public Service Commission, New York City; The history of libraries, illustrated with slides, Mr. W. Dawson Johnston, librarian to the University; The Grolier Club and its library.

Mr. Henry W. Kent, at the Grolier Club; Libraries of colonial New York, their founders and patrons, Mr. Austin B. Keep.

Miss Mildred C. Collar, librarian to Hon. D. B. Fearing, gave lectures on Ancient books, Invention of printing, Incunabula, Technical side of printing, History of book illustration, History of the art of book binding, Bibliophiles, Old libraries, Famous book sales, Books about books.

*S2 Book selection and book buying.* Aids and methods in selection of books, Miss Keller; Book selection and book evaluation, Miss Isabella M. Cooper, reference librarian, Newark Public Library; Selection of periodicals, Miss Tracey; Selection of children's books, Miss Clara W. Hunt, superintendent of the Children's department, Brooklyn Public Library; The publisher and the child's book, Mr. Montrose J. Moses, instructor New York University Summer School; Maps and atlases, Mr. Hicks; The English booksellers, The American booksellers, The bookseller and the librarian, Mr. Frederick W. Jenkins, superintendent Library department, Charles Scribner's Sons; American and foreign trade bibliography, Miss Keller; Book buying, Trade bibliography, Book trade, Book auctions, Rare books, Mr. Joseph Plass, assistant Order division, Library of Congress; Columbia University Library and its methods, Miss Harriet B. Prescott, supervisor Catalog department, Columbia University Library; The Order department and its records, Miss Ethel H. Budington, supervisor Order department, Columbia University Library.

*S3 Cataloging and classification.* Miss Keller, instructor; Miss Sara L. Kellogg, Columbia University Library, reviser.

Visits were made to the Newark Public Library, the Lenox Library, the new building, and the Tompkins Square and Seward Park branches of the New York Public Library, the Union Theological Seminary Library, the Grolier Club Library, Doubleday, Page & Co. publishing house, the Baker & Taylor bookstore, and the Pfister Bookbinding Co.

#### DREXEL INSTITUTE LIBRARY SCHOOL

Graduates of the school have been appointed to the following positions:

Miss Alice R. Eaton, '07, assistant, Public Library, Utica, N. Y.  
Miss Jeanne Griffin, '09, assistant, Public Library, Duluth, Minn.  
Mrs. Jean B. Hoskins, '10, assistant, Public Library, Cleveland, Ohio.  
Miss Sarah L. Howell, '10, assistant, Library of the American Society of Civil Engineers, New York City.  
Miss Grace J. McIntosh, '10, assistant librarian, Library Association, Montgomery, Ala.  
Miss Miltanna Rowe, '10, librarian, State Normal School Library, Spearfish, S. D.

Mrs. Elizabeth M. Short, '10, reference assistant, Library of the American Society of Civil Engineers, New York City.  
Miss Edna S. Stewart, '10, assistant in children's department, Public Library, Brooklyn, N. Y.

#### MAINE SUMMER LIBRARY SCHOOL

The Summer library class, conducted under the auspices of the Maine Library Commission by Mrs. Frances Rathbone Coe, ended its three weeks' session on July 26, 1910. There were fifteen persons in the class, with 17 during one week, while some members of the Bangor Public Library staff and various other persons attended some of the talks.

The classes were held in the library of the University of Maine in Orono, six miles from Bangor—a delightful location for a summer school. Although not of the Summer School of the University, it was through the courtesy and interest of the authorities and librarian that the library and campus were made available to the commission, and the class was held amid most satisfactory and helpful conditions.

The course was planned to be elementary, not to take on the dignity of a summer library school, but to be, first of all, helpful to the librarians composing the class. However, the elementary principles of all needed records in a library were taken up, while three lessons a week were devoted to cataloging, to classification of books, and to reference work. Illustrative material was at hand for examination, and the library of 40,000 volumes was at the disposal of the class for practice work and for illustration. It is especially adapted to this use, for its methods are up-to-date and its policy generous.

Besides the regular class work, talks were given the class by the librarian of this library, Mr. Ralph K. Jones, on "Library don'ts and a few does;" Mr. Drew B. Hall, librarian of the Millicent Library, Fairhaven, Mass., on the method there used in the "Selection of fiction;" and by Mrs. Kate C. Estabrook, president of the Maine Library Commission, on the "Work of the commission and its travelling libraries." She also invited the class and the staff of the library to her home for a social afternoon, which was much enjoyed.

The course was free to any library worker in the state. FRANCES RATHBONE COE.

#### NEW YORK STATE LIBRARY SCHOOL

In order to meet in part the growing demand for training in special lines of library work, the New York State Library School will offer a special course to properly qualified students who wish to prepare for work in law libraries, legislative or municipal reference departments and libraries of a distinctly sociological character. The course will include such lectures, courses, or parts of courses

given in the regular school as will give the student an intelligent idea of the technical methods in general use in modern libraries. In addition to this work conferences on the special points arising in law or legislative reference libraries will be held by Mr. F. D. Colson, state law librarian, and Mr. C. B. Lester, state legislative reference librarian.

Extended practice (a minimum of 500 hours, or 13 working weeks) in the actual work of the law library and of the legislative reference section will be required. The size and rapid growth of the collections and the diversified and steadily increasing work of both the law library and the legislative reference section will permit this practice work to be varied largely to meet the needs of the individual student. The course in general will be kept as elastic as is consistent with systematic work. The broader aspects of the work will be kept constantly in mind and the amount and character of library technique required will be largely determined by the decisions of the law and legislative reference librarians as to its direct value in their lines of work. Arrangements will be made by which seniors in the regular school can take as an elective the special work in law and legislative reference.

This special course will be offered only as an opportunity to those who wish definitely to train for these special lines of work rather than for work in general libraries, or to seniors in the regular school who elect the special work. The special course alone will not lead to a degree. All work will be rigidly supervised and only high grade results accepted, consequently only high grade candidates will be accepted. No definite entrance requirements will be formulated at present, but at least college or law school graduation will be required for admission and the right reserved to reject any candidate with marked deficiencies in either personality or general education. No special students in the course will be accepted for less than a school year.

For further details address the Registrar, State Library School, Albany, N. Y.

Several changes will be made in the instructional force for 1910-11. Miss Katherine Dame will teach the Cataloging, Subject headings, Shelf work and Accession work formerly taught by Miss Bacon. The Junior classification will be in charge of Miss Jean Hawkins, head classifier of the New York State Library. Mr. C. P. P. Vitz, director's assistant of the New York State Library, will conduct the short courses in Order work and Loan work. On account of the increasing demands of the library upon his time, Mr. Biscoe will relinquish the course in National bibliography. This course will be taken by Mr. Walter, who will also assume general charge of the Library Seminar.

F. K. WALTER.



## PRATT INSTITUTE LIBRARY SCHOOL

The practical work preliminary to that of the class-room begins this year on Thursday, Sept. 15. Examinations for those conditioned will be held Sept. 13 at the Library School. Lectures begin on Oct. 3, Founder's Day.

There will be no changes in the faculty the coming year, so far as known, except the withdrawal of Miss Lord from the lecture course on Book buying.

## PERSONAL NOTES

Miss Florence Higley (Pratt, 1910) has been appointed librarian to the American Book Co., New York City.

Miss Alexandrine La Tourette (Pratt, 1908) resigned the librarianship of Stevens Point (Wis.) Normal School in June, and has spent the summer abroad.

Miss Susan Molleson (Pratt, 1910) has been engaged as assistant in the Children's Museum, Brooklyn.

Miss Anne V. C. Taggart (Pratt, 1910) has been engaged as librarian of the Annie Halenbake Ross Library, of Lock Haven, Pa.

Mr. Sloan D. Watkins (Pratt, 1908) has resigned the librarianship of West Virginia University for reasons of health.

MARY W. PLUMMER, Director.

## Library Economy and History

## PERIODICALS

*Library Association Record*, August, contains "Notes on the disposal of duplicates," by S. A. Pitt.

*Library World*, August, contains "Rules and regulations for lending libraries," by P. E. Farrow, and "The L. A. examinations, 1910: a criticism of the papers," "National bibliographies," by R. A. Peddie.

*New York Libraries*, August, contains "Meeting the demand for a printed catalogue," by C. P. P. Vitz; "Illustrations for children's books," by Annie Thaxter Eaton; "Vote on best books of 1909 for a village library," by Martha Thorne Wheeler.

*La Bibliofilia*, May, contains "Paper and its manufacture across the ages," by A. Blanchet; "Books unknown to bibliographers," by L. S. Olschki.

*Bollettino delle Biblioteche Popolari*, August, contains a report of the Milan popular libraries covering the year 1909, showing a circulation of 259,782 volumes, an increase of 55,141 volumes over 1908. Of this total of 259,782 volumes, 67,107 are credited to use within the buildings, and 192,675 volumes to home use. The volumes for home use are distributed into 7803 volumes for the classics; 79,071 for literature, which includes fiction; 62,800 for text-books, which includes children's reading; 42,921 for scientific works. The total

number of cardholders is 12,291, and these cards were used 185,958 times. There is an interesting distribution of cardholders into classes by occupation, or rather, the distribution is not so much a distribution of cardholders, but of the occupations represented in the 185,958 withdrawals of books. This shows that 49 per cent. of the readers are workmen; 14 per cent. clerks; 28 per cent. students; 2 per cent. professional men; 5 per cent. women. Several pages of the report are taken up with an account of school libraries, showing a total number 2388 volumes distributed among 56 schools, with a total use of 30,865.

*Bogsamlingsbladet*, the Danish quarterly, April-May, marks the beginning of a new era in the life of the Danish library journal. Henceforth it will appear every month, and be the joint organ of the National library committee (Statens bogsamlingskomité) and of the Society of Public Libraries of Denmark. The new editors are the well-known public library pioneers, A. S. Steenberg for the committee, and J. N. Hoirup on behalf of the Society. The present double number contains a sympathetic article on the late Bjornstjerne Bjornson, an address by Chief Librarian H. O. Lange, Royal Library, Copenhagen, on the present library situation in Denmark, and a report of the recent meeting in Fredericia of the chosen representatives for the libraries of the various Danish provinces.

*De Boekzaal*, April, contains "Newspaper and journalist two centuries ago," by M. M. Kleerkooper; "The Netherlands blind library," by J. H. Ekerling; "Illustrated books for children," by C. Veth; an account of the second annual meeting of the Society for Public Libraries in the Netherlands.

## AMERICAN LIBRARIES

*Brookline (Mass.) P. L.* The new library building was opened with appropriate exercises Aug. 31.

*Helena (Mont.) P. L.* Excellent lists of reference have been issued in the library's *Bulletin*. A reminder is herewith given of lists as follows: Dante (in library's *Bulletin* 20, December, 1905); Arthurian legend (*Bulletin* 31, December, 1906); Goethe (*Bulletin* 33, December, 1907); Modern dramatists (*Bulletin* 37, December, 1909).

*Indiana State Normal School L.* The new \$150,000 building has been completed and was dedicated June 21, 1910.

*Las Cruces, N. Mex. Mexico College of Agriculture L.* The installation of new steel racks in the library has added substantially to the book capacity, providing space for several thousand additional new books.

*Pasadena (Cal.) P. L.* (Rpt.—year ending June 30, 1910; in *Monthly Bulletin*, July,

p. 4-6.) Added, by purchase 3668; by gift 231; total 30,311. New registration 2180. Issued, home use 181,524. Receipts \$23,086.11; expenses \$16,741.85 (books \$4065.60, light \$417.58, printing, stationery, stamps \$222.30).

The total home circulation showed an increase of 14,727 over last year, and it includes statistics from the central library, the North Pasadena branch and from the East Pasadena branch for five months. Both of the branches need more books and the demand will be provided for in the coming year.

*Passaic (N. J.) P. L.* (20th and 21st rpts. — 1907-8-9, period ending July 1, 1909.) Added during 1908-1909, 1562; total 22,001. Total circulation 160,193 during 1908, 1909, an increase of 13,033 over the previous year.

A larger stock of books is needed. The work of the main library is seriously hampered by the crowded conditions, and the need of added rented quarters is urged, especially in order to establish a city statistical department and a local history department. The section around the Bridge is suggested as a desirable quarter of the city in which to open a new branch library and reading room. During the year 1908-1909 18,064 volumes in foreign languages were circulated.

*Peoria (Ill.) P. L.* (30th rpt. — year ending May 31, 1910.) Added 6000 (by gift 740); total 120,351. Issued, home use 207,070, a gain of 5470 over the previous year. Active membership 9418. Receipts \$10,406.35; expenses \$19,453.48 (books \$3730.82, periodicals \$717.11, salaries \$8252.61, furniture and fixtures \$193.50).

A new branch library, the Lincoln branch, was opened on Oct. 9 in the Manual Training High School. A new building for this branch is being planned through the gift of \$20,000 from Mr. Carnegie.

The children's room has been transferred from the main floor of the library to the ground floor.

The juvenile circulation was 41,504 and the circulation from the branch libraries 41,605. The circulation from the libraries in the schools has decreased, owing to the opening of the new Lincoln branch. The circulation from the Washington branch has also somewhat decreased.

*Queens Borough (N. Y.) P. L.* (Rpt. — year 1909.) Added 15,912; total 123,960. Issued, home use 651,305. Registration 15,301, including 5130 renewals; active membership 40,332.

The total number of foreign books circulated was 7793, of which the larger part consisted of German books. French, Italian, Bohemian and Polish books are used in small quantities.

No new branch was opened during the year, but a travelling library was placed at Woodside large enough to rank as a small branch,

and it is planned to provide a suitable branch here probably in 1910.

A special annotated list of children's books was made in the Children's department, and three exhibits of children's books were shown. Eight persons successfully passed the examination for the apprentice class. A change was made in the lighting system, involving a saving to the library.

*St. Louis (Mo.) P. L.* (Rpt. — year ending May 30, 1910.) Added 38,311 (net); total 316,911. Issued, home use 1,312,566 (exclusive of 398,353 volumes of supplementary reading books issued to the schools). Active membership 87,660. Receipts, fiscal year ending April 11, 1910, \$1,374,015.32; expenses \$704,204.79 (maintenance \$180,345.84, building \$508,619.23).

This report is of especial interest as Mr. Bostwick's first report as librarian of the St. Louis Public Library, upon which office he entered Oct. 1, 1909. The chief events of the year were the completion and opening of the Crunden and Souard branch libraries; marked and rapid progress on the new central building; the organization of the new department for work with children, beside the placing of deposits in numerous delivery stations, and considerable extension generally of the library's work.

The staff now comprises 160 persons, and there are now five library branches; a sixth, the Divoll branch, is under construction, and will probably be ready for opening Oct. 1. Under the present provisions of the Carnegie gift there are seven branches planned for, but, Mr. Bostwick considers, that if the proportions between the number of branches and the population obtaining in the majority of the larger cities should be followed out in St. Louis, that 12 or 15 branches will ultimately be necessary. Progress on the new building has been rapid, and at the date of this report the steel framework for the entire building was erected and the riveting almost completed. All foundation walls were finished, and walls of the east, west and south wings, together with their roofs, were almost complete.

Reports of departments are given fully, and indicate progressive and energetic work. "In January the reclassification of the library, involving a change from the Harris to the Decimal classification, interrupted four years ago, was again taken up. It is estimated that if nothing occurs to cause delay the work will require three years. . . The catalog is being changed from the class to the dictionary form at the same time with the reclassification."

It is planned to establish a separate technology or applied science room on removal to the new building, and in anticipation of this reference books on technical subjects have been separated from the main reference

collection and shelved at the south end of the reference room. "The collection thus formed has been placed in charge of Mr. F. A. Waite, for some time first assistant in the department. In this connection the sets of sheets of German patent reports for many years in storage, and therefore difficult for the public to consult, are being arranged by classes and will soon be accessible. In another part of the room has been shelved a selected group of about 500 books and pamphlets relating to charities, crime and various related questions of social and public service. These will be kept together for the reference use of social service workers, students of the school of philanthropy and other interested persons. Another collection that is expected to prove of great use is the file of newspapers and magazine clippings, portraits and prints which has just been begun, and is being carried forward by systematic coöperation of assistants in all departments."

"A special department of children's work has been organized and placed in charge of Miss Mary Douglas, late assistant to the head of this department in the New York Public Library, Miss Annie Carroll Moore, with the expectation that the methods so successfully used by Miss Moore to coördinate and systematize the work could be profitably employed to unite and strengthen the similar work here. The branch children's rooms in this library, though most excellently and efficiently conducted, had been, up to this time, in a measure independent. Besides the duties of general oversight of this work, the supervisor has charge of the children's room at the Central library.

"The enlarged quarters which the children's department at the Central library has enjoyed during the past year have affected the work favorably in many ways. Ample space is now provided for the exclusive use of the children, and the results are satisfactory to adults as well. Adequate shelf room has permitted a better arrangement of the books and the children are learning to browse and make their own choice, thus simplifying the routine duties of the assistants and giving more opportunity for personal work at the shelves with the children who need help. On Sundays from 2 p.m. to 6 p.m. the children's room has been open for reading room use, in charge of an assistant whose work has been entirely or largely with children.

"The separation of the books to be used by the Travelling Library Department from those in the central children's room has been advantageous to both departments, and the work of further separating the collection and establishing a collection to be used by the Station Department has begun."

The children's rooms in both the Crunden and Soulard branches are especially equipped and furnished with carefully selected children's collections. The establishment of these two rooms mark important events in the development of the children's work.

The issue of a staff paper was begun in October. It is entitled *Staff Notes*, and now appears weekly. Efforts to keep the library well before the public are made through the issue of the *Monthly Bulletin*, newspaper items, library exhibits, etc.

A beginning has been made toward the formation of a collection of music scores for circulation. Reports of the various branches are included, but lack of space forbids further quotation. The assembly rooms at the different branches have been used with frequency. The report is generously illustrated and attractively printed.

*Tacoma (Wash.) P. L.* (16th rpt.—year ending June 30, 1910.) Added 8469; total 48,562. Active borrowers 10,393. Issued, home use 200,411. Receipts for general expenses \$20,052.98; receipts for branch lib. building \$5000; expenses \$25,871.16 (binding \$1276.65, books \$6268.30, periodicals \$950.29).

The reorganization of the adult loan department was the most important feature of the year's work. "A more flexible and accurate charging system has been installed, methods and records made more systematic and accurate, the privileges of the public largely extended, every effort made to improve the quality of our service, and to make the library attractive and easy to use."

The work with schools is increasing rapidly. Deposit stations are greatly needed. It is planned to start an apprentice class in the fall. Four untrained assistants have been added to the staff, owing to the rapid increase of the work. The City Council appropriated \$5000 in November for a branch library building. At present the library has two branches; the South Tacoma branch contains 1474 volumes; the East branch contains about 1441 volumes.

In the main building the book capacity is inadequate, and the newspaper reading room is badly situated and also inadequate.

In the reference room a beginning has been made of a collection of clippings from local newspapers. An effort has also been made to build up a good collection of technical books.

The total circulation of children's books from the central library and from branches and schools during the year was 77,170.

#### FOREIGN

*British Museum L.* (Rpt.—year ending March 31, 1910.) The total number of visitors to the museum was 708,836, as against 743,413 in 1908. The total number of visits by readers to the reading room was 217,975, giving a daily average of 710, as against a total of 231,544 in 1908. The number of visits of students to particular departments was 58,065, as against 55,676 in 1908. 26,576 books and pamphlets have been added to the general library; of these 6214 were gifts; 14,313 received by copyright; 273 by colonial copyright; 508 by international exchange; 21,064 acquired by purchase. To the map collection 108 atlases, 97 parts of atlases, and 1599 maps

in 6480 sheets have been added, and 12,140 musical publications have been added to the music collection. The library also received by copyright 3439 newspapers, comprising 234,428 single numbers; of these 1213 were published in London and its suburbs; 1669 in other parts of England and Wales and in the Channel Islands; 315 in Scotland, and 242 in Ireland; 5 sets comprising 613 single numbers were received by colonial copyright; 260 sets, comprising 37,824 single numbers of colonial and foreign newspapers, have been presented; and 80 sets, comprising 16 volumes and 14,045 single numbers of current colonial and foreign newspapers, have been purchased; 127 English books printed before 1640 and 66 incunabula have also been added.

*London. Royal Society of Medicine.* The Society has recently offered to prepare gratis for its fellows living abroad short abstracts of papers, and even of books, upon any medical subject, and to search for or check references to medical literature. This new extension of privilege has been warmly welcomed by many members of the Society living in remote parts of the world.

*Finland.* The public library and reading room in Helsingfors has changed its name to Helsingfors Stads Bibliotek, and is to be enlarged and to be made more complete by foreign literature. The student's library (Studentkårens Bibliotek), in the same city, has been allowed a yearly appropriation of 5000 Finnish mark by the government.

*Germany.* The central Library for the Blind, in Leipzig, says the *Börsenblatt für den deutschen Buchhandel* (July 11, 1910), now numbers about 3000 volumes. The third supplement to the catalog was published this year. Use is steadily increasing. Circulation in 1907 was 788; in half of 1910, 1085. Packages sent outside of Leipzig, by post: 1009, 342; 1910, 280. F. W.

*Naples, Italy.* It is stated that Professor Zaniboni has been arrested on the charge of stealing several hundred volumes of rare books from Neapolitan libraries.

*Sweden.* The *Börsenblatt für den deutschen Buchhandel*, July 8, 1910, reports that the Royal Library in Stockholm added 50,113 printed pieces in 1909 (38,300 in the Swedish section, 11,723 in the foreign), of which 13,207 were by purchase, exchange or gift. Manuscript accessions amounted to 86. The society Oskar II.'s Vandringsbibliotek has decided to send out 20 new travelling libraries (of which four to Eastern Asia) in 1910.

The *Börsenblatt für den deutschen Buchhandel* of June 18 reports that travelling libraries for postal officials are planned in Sweden, consisting mainly of Swedish and foreign literature on the postal service.

F. W.

#### MISCELLANEOUS

*ADVERTISING.* Dana, J. C., ed. *Modern American library economy as illustrated by the Newark (N. J.) Free Public Library: Advertising*, by J. C. Dana. 31 p. O. Woodstock, Vt., 1910.

To be reviewed in a coming number of the *LIBRARY JOURNAL*.

*CATALOG CARD.* (Described and illustrated in the *Official Gazette of the United States Patent Office*, Aug. 23, 1910. 157-825.)

A form of catalog card with a water-proof material covering the face of the projecting edge. The patent is assigned to the Library Bureau.

*DAYTON, O., MUSEUMS, LIBRARIES AND VOCATIONAL SCHOOLS: a forecast for Dayton.* (In *Greater Dayton*, August, p. 49-51.)

Statistics compiled by J. C. Dana and Miss Clatworthy show the activity of the Dayton Public Library as compared with 16 of the largest cities, and Miss Doren presents the opportunities offered by Dayton for future library development.

*NEW YORK PUBLIC LIBRARY.* David, A. C. *New York Public Library: the most important of the great American educational institutions.* (In the *Architectural Record*, September, 1910. 28:145-172.)

A brief descriptive account of the building followed by many pages of beautiful and interesting illustrations of its details.

*PHILIP, Alex. J., ed.* *Library encyclopædia* by the foremost authorities. 700 p. demy O. (In preparation.) Subscription volume 30 shillings.

If work is sold to non-subscribers after publication price will be raised. Address A. J. Philip, borough librarian, Gravesend.

*PHILIP, Alex. J.* The production of the printed catalogue. Lond., Atkinson, Ltd., 1910. O. \$5.

*STORY-TELLING.* Lyman, Edna. *Story-telling: what to tell and how to tell it.* N. Y., McClurg, 16", 75 c. net. Just published.

*UNIVERSITY OF CALIFORNIA. Doe Memorial L.* Huber, W. L. The Doe Memorial Library, University of California. (In the *Engineering Record*, Aug. 27, 1910. 62:240-242.)

Floor plans and description of the new library building for the University of California, costing when completed approximately \$1,000,000.

## Librarians

BISBEE, Marvin D., for more than 20 years librarian at Dartmouth College, retires this fall on the Carnegie endowment to go to the Chicago Theological Seminary, to be in charge of work for which he has always had a liking and which he could not carry along on account of his many other duties at Dartmouth.

BOSTWICK, Arthur E., has been appointed to succeed Mr. Purd B. Wright on the Missouri State Library Commission.

CHAPIN, Miss Arlena M., librarian Public Library, Muncie, Ind., has been elected librarian of the A. K. Smiley Library, Redlands, Cal.

CLEAVINGER, John S., B.L.S. Illinois, 1910, has been appointed librarian of the Jackson (Mich.) Public Library.

DAME, Miss Katharine, Pratt, 1900, has been appointed instructor in cataloging in the New York State Library School. Miss Dame has been head cataloger in Cornell University Library for several years.

HACKETT, Miss Irene, Pratt, 1897, has been appointed librarian of the public library of New Castle, Pa.

HOWARD, Miss Elizabeth, Pratt, 1894, has resigned her position as librarian of the United Engineering Societies, New York.

PAIGE, Miss Josephine, who was one of the founders of the Canton (N. Y.) Library, and for 25 years its librarian, died Aug. 18, at her sister's residence in Canton.

POLLARD, Miss Emily F., first assistant of the Woburn (Mass.) Public Library, died on Aug. 12, 1910. Miss Pollard was appointed in 1870 at the opening of the present building, and her continuous and faithful service of 31 years had secured for her a place in public estimation which will cause her loss to be keenly felt by a large number of people.

RAWSON, Miss Fannie, has been elected secretary of the Kentucky State Library Commission.

STEVENSON, William Marshall, organizer and librarian of the Carnegie Free Library of Allegheny (now Pittsburgh), Pa., from 1890 to 1904, since then studying and traveling in Europe, has recently taken the degree of Ph.D. (cum laude) at the University of Göttingen, Germany, being the first American to take this degree at any German university, with Library Science (Bibliothekswissenschaft) as a subject for examination. Dr. Stevenson's studies at the universities of Göttingen, Bonn and Geneva have been chiefly in Library Science and Philology (modern and oriental languages); his travels have been confined to tours of inspection of Euro-

pean collections. He expects to resume active library work early in 1911.

## Cataloging and Classification

NORWAY. KIRKEDEPARTEMENTET. Katalog over boker skikket for folkeboksamlinger. Utarbeidet av Karl Fischer. Fillag, 1910. Kristiania, 1910. 25 p. 4°.

This is a supplement to the catalog formerly reviewed in this journal, corresponding to the one issued by the A. L. A. Like the main volume (of 1909), it is arranged according to the Dewey Decimal system, and includes books in Danish and Norwegian only. It is a careful selection of the best literature offered during the year 1909, and ought to be a useful tool also for American librarians. Among American authors represented by translations are Ralph Connor, J. F. Cooper, Jennette Lee, F. Norris ("The pit"), Grace S. Richmond, M. E. Seawell and Prof. N. M. Butler. J. D.

## Bibliography

BOOK INDUSTRIES AND TRADE. Schacht, Gustav. Handlexikon für die papierindustrie und das buchgewerbe; hrsg. unter mitwirkung hervorragender fachleute von Gustav Schacht. Leipzig, G. Schacht, 1909. pt. il. pls., mounted samples, 27½ cm.

Technical terms followed by their equivalents in English, French, Italian and Swedish.

BOOKBINDING. Mitius, Otto. Fränkische lederschnittbände des xv. jahrhunderts; ein buchgeschichtlicher versuch von dr. Otto Mitius. Mit dreizehn tafeln. Leipzig, R. Haupt, 1909. 44 p. xiii pl. 24½ cm. (Added t.-p.: Sammlung bibliothekswissenschaftlicher arbeiten begründet von Karl Dziatzko, fortgeführt und hrsg. von Konrad Haebler. 28. hft. (II. ser. 11. hft.)

ECONOMICS. University of Chicago. Bibliography of economics for 1909: a cumulation of bibliography appearing in the *Journal of Political Economy*, from February, 1909, to January, 1910, inclusive; ed. by the Faculty of the Department of Political Economy of the University of Chicago. 282 p. O. Univ. of Chic. Press, [1910.] c. This comprehensive volume will be reviewed in a coming number of the L. J.

ENGLISH DRAMA. Clarence, R. "The Stage" cyclopedia; a bibliography of plays. An alphabetical list of plays and other stage



pieces of which any record can be found since the commencement of the English stage, together with descriptions, authors' names, dates and places of production, and other useful information, comprising in all nearly 50,000 plays, and extending over a period of upwards of 500 years. Lond., "The Stage," 1909. 503, [1] p. 22½cm. Appeared originally in "The Stage."

ENGLISH ESSAYS. Spingarn, J. E., ed. Critical essays of the 17th century. Oxford, Clarendon Press, 1908-09. 3 v. front. 20cm.

Bibliography: v. 3, p. [342]-356.

EPINAY (FRANCE). Chandon de Brailles, R., et Bertal, Henri. Archives municipales d'Eprenay (1576-1619). Paris, Leclerc, 1909. In-8, xix-148 p. et fig. 7 fr.

By an error this item appeared under PARIS in the L. J. bibliographies for May (p. 238).

FRANCE. EDUCATION. Farrington, F. E. French secondary schools; an account of the origin, development, and present organization of secondary education in France. N. Y., Longmans, Green & Co., 1910. 12+450 p. O. cl., \$2.50. Bibliography (20 p.).

— HISTORY. REVOLUTION. French Revolution and Napoleonica; rare items relating to the French Revolution and Napoleonic periods. 36 p. O. Versailles, Hugnon, 1910.

FULLER, Margaret. [Reading list.] (In Cambridge Public Library Bulletin, May, p. 86-92.)

GENEALOGY. List of works relating to British genealogy and local history. pt. 2. (In New York Public Library Bulletin, July, p. 415-452.)

— List of works relating to British genealogy and local history, pt. 3. (In New York Public Library Bulletin, August, v. 14, no. 8.)

MILWAUKEE (WIS.) PUBLIC LIBRARY. Vollständiger katalog der deutschen bücher in der Ausleiheabteilung der Oeffentlichen Bibliothek zu Milwaukee, April 1, 1910. Milwaukee, 1910. 118 p. D. 10 c.

MISSIONS. Montgomery, H. B. Western women in eastern lands; an outline study

of fifty years of woman's work in foreign missions. N. Y., Macmillan Co., 1910. xiv, 286 p. front. pls. pors. fold. tab., 19cm. Reference books at end of most of the chapters.

MIWOK INDIANS. Merriam, C. H., ed. The dawn of the world; myths and weird tales told by the Mewan Indians of California. Cleveland, O., Arthur H. Clark Co., 1910. 273 p. pls. (partly col.) map, col. front. 24½cm., \$3.50.

Bibliography of California mythology: p. 243-246.

MUNICIPAL GOVERNMENT. Seattle Public Library, Reference list, no. 1: Municipal plans; a list of books and references to periodicals in the Seattle Public Library. Seattle, 1910. 13 p. S.

NATURE STUDY. Bascom, E. L. Selected books on nature study for schools and libraries. Albany, N. Y., [N. Y. State Education Dept.] 1910. 5+42 p. 8°, (N. Y. State Educ. Dept. bull.) gratis.

NEW JERSEY. Ellis, E. S., and Snyder, H. A brief history of New Jersey. N. Y., Amer. Book Co., [1910.] c. 274 p. il. pors. D. cl., 60 c.

Bibliography (3 p.).

PACIFIC NORTHWEST. Seattle Public Library, Reference list, no. 3: Pacific Northwest; a brief descriptive list of books with suggested outline of study; comp. by Katharine B. Judson. Seattle, 1910. 12 p. S.

The plan of this little pamphlet, which was compiled in accordance with a suggestion made at the Pacific Northwest conference, June, 1909, has been to include the less expensive books of general interest dealing with this subject. The list includes over 50 titles and contains excellent annotations.

PARKS AND PLAYGROUNDS. American Academy of Political and Social Science, Philadelphia. Public recreation facilities. Phil., American Academy of Political and Social Science, 1910. vi, 266 p. plans, diagr., 26cm., (Annals of the American Academy of Political and Social Science, vol. xxxv, no. 2.)

Book department: p. 233-263.

PRINTS. Bourcard, Gustave. Graveurs et gravures, France et étranger: Essai de bibliographie, 1541-1910. (Paris, H. Floury, 1910.) 320 p. 8°.

In two divisions: "General works" and "Monographs" [on individual artists], the last particularly serviceable.

— Levis, Howard C. A bibliography of American books relating to prints and the art and history of engraving. (London, Chiswick Press, 1910.) 80 p. 12°. 150 copies printed.

Well compiled and printed; omissions very few.

RELIGION. King, I. The development of religion; a study in anthropology and social psychology. N. Y., Macmillan Co., 1910. xxiii, 371 p. 21cm., \$1.75. Bibliography: p. 355-361.

SHAKESPEARE, W. The plays of Shakespeare: the tragedy of Macbeth; ed., with introd. and notes, by F. H. Sykes. N. Y., Scribner, 1910. c. 26+210 p. front. 12°, (Scribner English classics.) 25 c. Brief bibliography (2 p.).

STANLEY, Sir H. M. The autobiography of Sir Henry Morton Stanley; ed. by his wife, Dorothy Stanley; with 16 photogravures and a map. Bost., Houghton Mifflin Co., 1909. c. 17+551 p. O. cl., \$5 net. Bibliography (1 p.).

STATE PUBLICATIONS. Hasse, Adelaide R. Index of economic material in documents of the states of the United States: Delaware, 1789-1904; prepared for the Department of Economics and Sociology of the Carnegie Institution of Washington. Published by the Carnegie Institution of Washington, April, 1910. 137 p. 30cm.

UNITED STATES. CONSTITUTION. Elliott, E. G. Biographical story of the Constitution; a study of the growth of the American Union. N. Y. and London, G. P. Putnam's Sons, 1910. xi, 400 p. 22cm. \$2. Bibliography: p. 377-384.

— Sociology; public documents of the United States sold by the superintendent of documents, Washington. [2d ed.] [Wash., D. C., Govt. Print. Off., 1910.] 72 p., 1 l., 20½ x 12cm.

VIRGINIA. HISTORY. Bruce, P. A. Institutional history of Virginia in the seventeenth century; an inquiry into the religious, moral, educational, legal, military, and political condition of the people, based

on original and contemporaneous records. In 2 v. N. Y., Putnam, 1910. 13+707; 6+697 p. O. cl., \$6 net, boxed. Bibliography (3 p.).

WEST. Paxson, F. L. The last American frontier. N. Y., Macmillan Co., 1910. xi, 402 p. front. il. (maps) pls., 19½cm. (Half-title: Stories from American history.) \$1.50. "Notes on the sources": p. 387-392.

YALE UNIVERSITY, CLASS OF 1887. Vicennial record of the class of 1887 in Yale College; George E. Hill, class secretary. Bridgeport, Ct., 1909. 182 p. il. pl. O.

Bibliography of writings of members of the class, compiled by W. S. Burns, p. 59-85. Among the more voluminous writers included are Frederick Trevor Hill, William Lyon Phelps and William Albert Setchell.

## Notes and Queries

CHEAP EDITIONS. — The following letter was sent to the firm of P. F. Collier and Son:

GENTLEMEN: A year or more ago we subscribed to the Harvard Classics, to be published in 50 or more volumes, at \$2 each. The books have been coming at intervals, and we have promptly paid for them in due course as the bills were sent. I was very much surprised this morning to find that before the original publication has been completed, a new edition has been issued by your house to sell for less than \$1 a volume, or \$49 for 50 volumes. I wish most emphatically to enter my protest against such a procedure. It is contrary to the ethics of the trade, whatever may be the legal aspects of the case. Our library, as countless others, subscribed to the original publication, not with the idea that we were getting anything particularly valuable for our money, but to satisfy a request which we knew would be forthcoming for the books as bearing the magic name of President Eliot. Of course we have many duplicates of practically all of these books in the set, but, somewhat against our better judgment, we subscribed to the compilation as edited by Dr. Eliot. Now, when we find identically the same thing, possibly in a cheaper format, is put upon the market at less than half the price, we naturally demur. It looks to us like sharp practice, and I think the facts of it should be known by the buying public.

I really should like to know what explanation you have that will seem to justify the procedure. As you advise the people of the United States to "tell Roosevelt" what they think of the present administration and the Ballinger-Pinchot Inquiry, I can't help wondering what Mr. Roosevelt would think of the business ethics of a proceeding like that I have mentioned. I remain,

Yours, etc.,  
(sd.) GEORGE H. TRIPP, Librarian.

The reply was to the effect that other publishing houses have done the same, consequently they are not to be blamed; that there is a great difference between the editions, and that they have advertised the new edition so there is no secrecy about it, all of which, it seems to me, does not answer my criticism of their procedure in putting a new and cheaper edition on the market before the more expensive edition was completed.

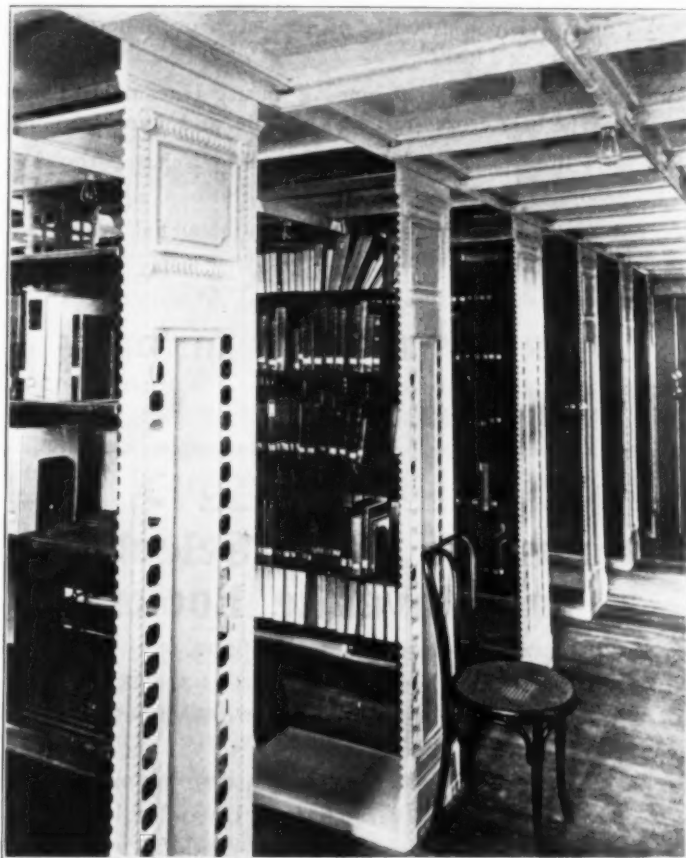
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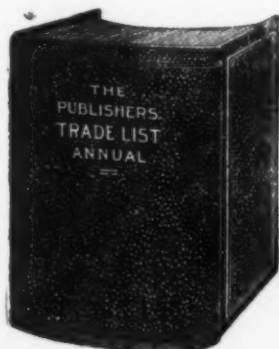
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